

University teachers seem likely to accept £6 cost of living rise

by David Walker

University teachers will accept a £6 a week cost of living increase, it was predicted this week in advance of tomorrow's emergency council meeting of the Association of University Teachers.

The council, which includes a representative from every university, will be asked by the AUT executive to accept the Government's offer of £12 a year plus £3 threshold, with the understanding that it is not a "full and final" settlement of the claim.

Another executive resolution asks the AUT to find out why the Department of Education and Science refused to go to arbitration earlier this year and why it has delayed replying to the AUT's claim.

The council is also likely to discuss a call from the University of Wales Institute of Science and Technology for a special independent inquiry into the building of the claim.

While the majority is said by members of the executive to be in favour of taking the money, there is still widespread anger in some areas at the way the Government has treated university lecturers. Executive members emphasised that taking the money did not mean the end of deep feelings of frustration and a desire for justice on salaries.

One member commented: "We will keep on watching the situation very closely. Incoming policy will not last 12 months and it will be perfectly valid to put in a claim next April. In the meantime we would like very much to have an



undertaking from the Government that we should have got more." If the university teachers accept the Government's offer it will mean that during 1975 the minimum salary for a lecturer will have increased by over £320 the maximum by over £1,300. The average professor's salary will have increased by over £1,500.

College funds 'mishandled' inquiry told

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The Pricer Students' Union, alleged that the money, amounting to more than £750, had been a major cause of grievance. The students, he said, had voted to keep full control of the money but this had been refused by the college authorities.

However, Mr Cadbury denied this allegation. He claimed that he and Mr Corfield had spoken out in favour of students having control of the money. The trust eventually retained control of one-fifth of the fund.

The adult students, many from

trade union backgrounds, called a strike at the college, rejected the principal, and introduced their self-styled education programme in March after a dispute over freedom of speech.

The tutors, who expressed lack of confidence in Mr Corfield at the inquiry, joined the dispute when they were told the college was to close on a temporary basis at least.

Mr Cadbury told the inquiry there had been a personality clash and ideological conflict at Pricer both between the governors, tutors and students. He said that the lack of faith between the tutors and the prin-

cipal had meant irreconcilable problems at the college. But the governors had decided to keep the college open during the summer term because of the students, many of whom had given up jobs to attend. He rejected a suggestion that Mr Corfield should have been sent on a special sabbatical while the conflict was sorted out.

Mr Cadbury denied earlier allegations made by the tutors that he owned the land on which the college stood. It was owned, he said, by the Bournville Village Trust.

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ATTI denies 'Marxist plot'

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Lecturer in particular was at the polytechnic every evening working. Mr V. Chond, a lecturer in economics, whom the report singles out for transfer to another department or another polytechnic for his part in the unrest, was one of the most conscientious teachers, he added.

The report notes that the officers of the union at the time of the troubles were those most actively opposed to authority.

Among other factors contributing to discontent was the building where the department was housed, the report says. "Noise, vibration, dirt from adjacent building construction... added to the difficulties," it says. It hopes that new buildings will shortly be ready for use by the department.

Another factor was the youth and inexperience of many of the teachers. "The normal balance of seniority and experience which brings stability to a department was missing, a factor which was aggravated by the ill-defined manner in which responsibilities and authority were delegated."

"It is not surprising that many teachers increasingly turned to the ATTI branch as a means of appealing improvement in their conditions. A steady increase in the number of meetings and the attendance can be traced from this time."

In conclusion, it says "causes of dissatisfaction were numerous." They included the failure to fill vacant posts, which overburdened Mrs Geach, made smooth working in the department more difficult; the rapid expansion of junior staff which created an imbalance; and the decision to move towards a confrontation with authority through a more informal and personal situation.

Mrs Geach is particularly anxious that the report should be published, in order to clear her name. "I have a right to have my name cleared," she said. "If I want to move, how do I explain that I was once acting as a principal lecturer? It is such a dreadful mess."

Dr J. Simmons, chairman of the ATTI's London joint committee, said if the report had been published by now Mrs Geach would not still be facing allegations. Recently she was cleared by the Relations Tribunal of other allegations made at the time of the inquiry.

Oxford split on validation

by David Hencke

Two groups of Oxford students divided over validation of external honours. The first group, the Oxford degree for Culham and other ministerial colleges of education, issued rival flysheets supporting their respective positions.

Intervention by the academic announced in yesterday's University Gazette. It came a few days before the Congress of the university will resolve a dispute between the Highbury and General Board of Education and the Council is against the General Board's proposal.

The decision, which has divided Dr Harry Judge, head of educational studies, from Harry Loukes, reader in education, is of official importance in the future of external education at Oxford.

If the honours proposal stopped Oxford University from virtually announcing its intention to base on external teacher courses.

Among the 50 supporting honours degree are Lord Redcliffe-Maud and the dean of Oxford, Dr C. W. Davies. They say that the colleges would be enhanced by a new honours degree.

Among the 15 against the proposal are Sir Alan Bullock, Dr A. H. Halsey, director of administrative studies.

They say that the proposal meant the establishment of a honours school in the university which would break the precedent of awarding honours degrees to internal students.

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Laurie Taylor on bluffing the SSRC's ethnic relations

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THE TIMES NEWSPAPER PRINTED AND PUBLISHED FOR THE PROPRIETOR BY THE EDITOR, 1, ABINGDON ROAD, LONDON, E.C. 4

Subscription prices: £12.00 per annum in advance, £13.00 per annum in arrears, £14.00 per annum in arrears, £15.00 per annum in arrears, £16.00 per annum in arrears, £17.00 per annum in arrears, £18.00 per annum in arrears, £19.00 per annum in arrears, £20.00 per annum in arrears, £21.00 per annum in arrears, £22.00 per annum in arrears, £23.00 per annum in arrears, £24.00 per annum in arrears, £25.00 per annum in arrears, £26.00 per annum in arrears, £27.00 per annum in arrears, £28.00 per annum in arrears, £29.00 per annum in arrears, £30.00 per annum in arrears, £31.00 per annum in arrears, £32.00 per annum in arrears, £33.00 per annum in arrears, £34.00 per annum in arrears, £35.00 per annum in arrears, £36.00 per annum in arrears, £37.00 per annum in arrears, £38.00 per annum in arrears, £39.00 per annum in arrears, £40.00 per annum in arrears, £41.00 per annum in arrears, £42.00 per annum in arrears, £43.00 per annum in arrears, £44.00 per annum in arrears, £45.00 per annum in 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David Walker examines the Social Science Research Council's Ethnic Relations Research Unit The value of a cool academic look at race relations

The Social Science Research Council's race relations research unit was not set up in a practical sense for Britain's coloured minorities. Within a year of its foundation it changed its title to "ethnic relations unit", emphasizing that its perspective is academic, its work aimed at understanding race relations: coolly with the tools of the various social science disciplines.

Professor Michael Banton, its director, is by nature cautious and takes a modest view of what research can offer. "We have a fear of being oversold, of promising but failing to deliver the goods. Our main focus, in fact, is the academic community rather than the wider world; the unit was set up to do a missionary job getting the social science disciplines interested in research in this field."

Some sociologists consider this low profile a mark of the horizon of influence. One man went so far as to say the unit was distinguished by the fact that none of its work had embarrassed the Government. The unit's staff have certainly laboured to avoid any hint of controversy or the manipulation of their work by politicians, black or white.

The academic perspective need not be colourless. Two pillars of sociological research and theory in racial relations in this country are Professor Banton and Professor John Rex at Warwick. They differ radically. Where Professor Banton's work has been scholarly and historical and much of it in the service of government, notably an public affairs for the Home Office, Professor Rex has worked through rigorous empirical studies to a rigorous theory of plural and colonial societies, who engaged in strong criticism of the "race relations establishment".

Despite that the two men came together in their forth in academic

work. Professor Rex put this strongly in an article two years ago, when he said:

"I believe that we can do more for the people of Nottingham or Handsworth by setting their problems within a wide context of sociological theory than we can by all the statistics which may involve mock heroics but which will be doomed to failure."

Professor Rex was referring to the takeover of the Institute of Race Relations in London—formerly one of the major centres of research by people who believed it should be more active politically: the kind of "politicization" the Bristol ethnic relations research unit has strongly resisted.

The unit was set up appropriately enough in Bristol, former capital of the West Indian slave trade, in 1969 because the SSRC felt that insufficient attention was being given to race relations and that research was not of high enough quality. It was to do "fundamental" research applying social science theories and methods to seek explanations about the structure of, say, the Indian community or black attitudes that were of general application.

It took its place in the fraught politics of race relations research alongside the Home Office and other governmental bodies like the Community Relations Commission and the Institute of Race Relations. Its main role was to professionalize belief of race relations in the various disciplines where the questions posed by race were largely ignored. One sociologist said there was a real need for a "centre of excellence" in race relations research. It only because a lot of very hard work was being done, particularly in the colleges of education. They were tending to mount "crackpot" surveys which annoyed coloured communities and worked with simplistic theories of assimilating immigrants into the metropolitan society.



Different disciplines cast different lights on West Indian youths.

People at the unit would admit that its presiding lies not been as successful as it might and race relations remains a Cinderella. The reasons for this are apparent. Marxist theory, which has influenced many sociologists, has little to say about race. Also the "woman question" is now fashionable, oversteering the issues of blacks and their position in society.

The British Sociological Association has made faltering steps to encourage research but a joint initiative in stimulating interest together with the Royal Anthropological Institute had come to nothing. The BSA's list of researchers in the field remains painfully small.

With its far-flung staff in London, Manchester and Bristol it tries to organize regular two-day meetings to discuss research reports. Professor Banton describes his role as chairman rather than director, saying that all the researchers, who now number over 20, pitch in. He admits that it was highly autocratic in formal terms.

Nevertheless the basic philosophy of the unit is largely Professor Banton's. Indeed, a race relations researcher at another university commented that it was difficult to assess the work of the unit apart from that of Professor Banton himself.

Professor Banton has set his face against race relations becoming an academic specialty in the way of industrial relations. "Work in the field: from the beginning was related to 'problems' within the research community. The unit is multi-disciplinary in the sense that a researcher's work, such as that of Dr Peter Weir, can be informed by the perspective of other disciplines."

The SSRC intended the unit to have a countrywide focus and one of the first projects to get off the ground was a study of different racial groups settled in Leeds. "Research workers from different disciplines would be looking at a common set of circumstances and, because each of them would be in touch with a particular section of the population, it would be possible to compare the ways in which the pattern of majority-minority relations appeared in different groups."

In practice this involved a sociologist looking at white attitudes, a social anthropologist at the structure of the Sikh community, and a social geographer at young West Indians. Actually the results of having a team in the city were rather disappointing. Professor Banton admits: "Research workers would have needed a longer period of preparation if they were to agree on an overall plan. Working within the disciplines can endanger communication between them."

After the completion of the Leeds project the majority of the unit were Dr Weir, a psychologist interested in quantitative methods and Mr Robin Ward in race and housing, particularly in the Manchester area.

Some whites identified researchers as sympathizers with the immigrants or agents of the Race Relations Board, while some blacks took them as employees of the housing authority and hence as enemies. The unit's work in housing is reckoned by many social scientists to be its most important contribution so far. But its overall output of research is considered to be sparse. A source in the Community Relations Commission said he had hoped the unit would produce the conceptual and basic empirical work that the CRC could "live off" and use in its own research.

"We should be taking their findings and directing them to policy issues, but instead we find the basic information is not there", he said. But in defence of the unit, Professor Banton emphasizes his academic conception of academic work. He has never claimed that "results" are immediately obtainable in the everyday race relations problems as conceived by either the Government or the CRC or the Race Relations Board would flow from the unit, though his staff hint at a "breakthrough" in the next few years.

Besides, the unit trains researchers in the field and the CRC has itself benefited from recruiting at least two former graduate students attached to the unit joining its staff.

Nevertheless other able researchers in universities, when asked how the unit has affected their work, almost unanimously say they have been surprised at how little published material it has issued. This is excluding the individual contribution of Professor Banton who, it should be added, is officially only part-time director of the unit and still holds his chair and teaching responsibilities at Bristol University.

One sociologist ascribed the relative lack of publication from the unit to the SSRC having total copyright over the unit's research findings. He said the public could never be sure that some, albeit implicit, system of censorship of politically sensitive findings did not work.

Beyond this there is the problem of how to assess the SSRC's policy of concentrating research in one unit, and spending £85,000 a year on it, while never ostensibly confining all research in this area to it. One sociologist said that on balance he was in favour of spreading the money but the major problem remained one of generating more interest in race relations as a fit subject to study.

A further problem which has exercised the unit is the relationship of its work to government policy. Professor Banton feels there is a thin line between academic work and work of interest to policy makers which the unit must delicately tread.

The unit's prospectus says: "Most of our studies have relevance to policy concerns. The work on identity structure will provide a more systematic understanding of the psychological problems of young people, white and black, in multi-racial schools and neighbourhoods. The work of the social anthropologist has opened up to his colleagues in the unit new aspects of the life and outlook of members of a particularly important minority. If the staff think it illuminating, non-

specialists should find that it reveals to them a new social world. Our housing research is relevant to the decisions of planners, local authority housing managers and others who are concerned with the housing market, not least the people who have to find accommodation within it."

That said, the Government was told earlier this year by a Home Office advisory committee that race relations research did not attract sufficient money or intellectual effort and emphasized the need to bring research into a closer relationship with policy. The committee, which included Professor Banton, said research was needed in looking at training and employment opportunities for minority groups, housing and low attainment of school among minority group children.

The report did not directly evaluate the Bristol unit. However, it did recommend that the Home Secretary and the SSRC set up a joint review of the need for "action research"—the collaboration of academics and professional practitioners in mounting a research project.

The verdict of most social scientists is that the role of the Bristol unit—as a unit opposed to the work of individuals like Professor Banton, Dr Weir, or Mr Ward—has yet to emerge as a vindication of the SSRC's policy of concentration. The staff of the unit are quite clear, however, that in practice a multi-disciplinary unit can work when the ideas of a particular specialist are tested in the best of another discipline's concepts and methods.

Bristol, then, is an unfinished experiment. It is a test of a special form of academic organization, of intellectual cooperation and of communication with the wider academic world. It is also a test of fundamental work in an area where Government and public are intensely interested in results and where policy considerations dictate the flow of funds and interest.



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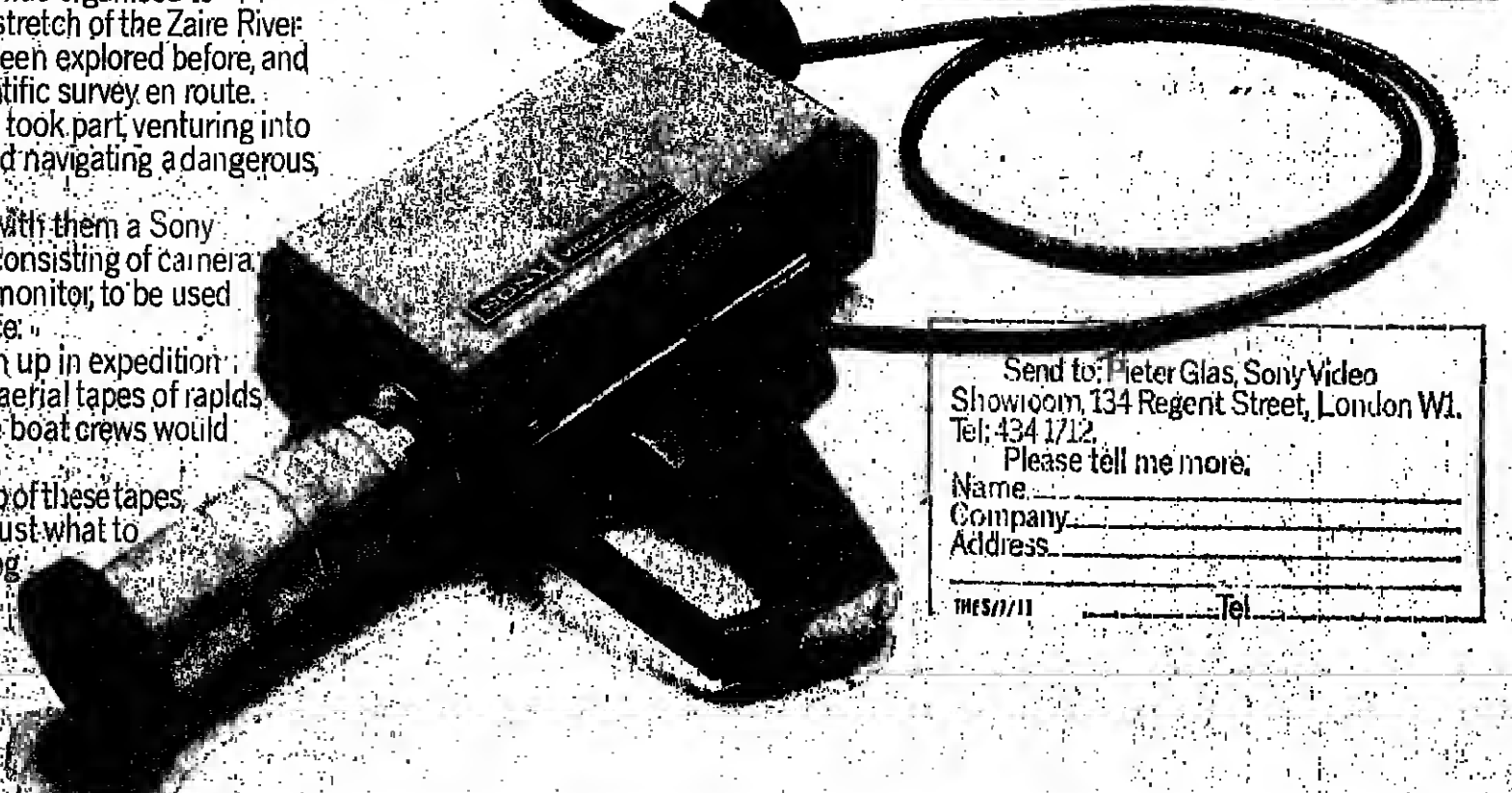
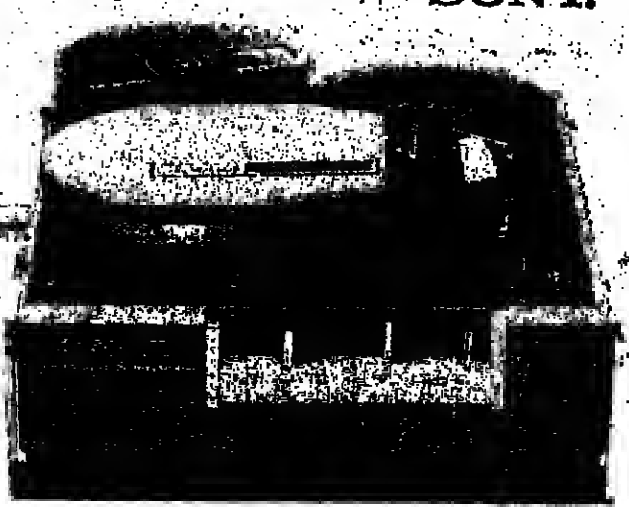
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Frances Gibb reviews the birth pangs of Buckinghamshire College of Higher Education

Town and country link in gamble that has succeeded

The Diploma of Higher Education is something of a gamble wherever it is run, but never more so than at the new Buckinghamshire College of Higher Education where its launching in September coincided with the birth of one of the new institutions generated by the re-organization of the colleges.

In an outsider's, the merging of the Wycombe College of Technology and Art with Newland Park College of Education to form a college of higher education appears to be fraught with difficulties. Both are from very different traditions; the former primarily vocational, developed to meet the light industry needs of the town—timber, furniture production and design, and management. The latter, 12 miles away, is rooted in the liberal arts tradition and nestles in 200 acres of Buckinghamshire parkland.

The contrasting environments of town and country reflect the contrasting vocational and academic emphases of each college. But the differences were not only internal: High Wycombe was a constituent member of the Thames Valley Regional Management Centre and the College of Academic Awards validated its degree courses. Newland Park's teaching certificate and BED degree course came under the aegis of Reading University, on the other side of the binary line.

It is surprising, therefore, to find that the merger stands out as a success and comparatively problem-free, and that the staff of its being "one of the happiest mergers". The main reason, according to Dr D. J. Everett, the principal of the new college, was the working together of both staffs on the DIPHE. "There was a will to make it work," he says.

The DIPHE is not only the symbol of the colleges' union, however; it is also a blueprint for future planning. All committees involved staff from both the colleges in equal numbers, so that representation did not reflect the respective sizes.

Secondly, membership of the committee was confined to those who were considered to have a vital contribution to make, regardless of

their standing in the departmental hierarchy. Inevitably, this caused initial resentment among some senior and junior members. But the result was that people won the respect of their opposite numbers through professional merit," Dr Everett explained.

All 102 students coming this term to the college for teacher training with two A levels are channelled first through the DIPHE. Whether they intend to go on to the BED or not. In addition, there are another 97 students on the teaching certificate course this year, so the teaching intake is up on last year's 100 by about 10, although how much this is due to the new course is hard to say.

A main feature of the DIPHE at Buckinghamshire is its large subject areas. On the foundation year there are four main areas; for instance, the other subject areas, apart from the sciences, are social studies, politics, geography and sociology. Later in the course students can specialize.

It is an experiment for staff as much as for students; not only the staff but what they are doing is other than their own, but they will be teaching in teams, and a seminar is run by a group rather than one member of staff.

The DIPHE is, therefore, one very obvious and important feature of the merger. But what are the other effects? The old departmental structure of the two colleges has been dissolved and replaced by eight schools, three of which will act as bridges, straddling the two halves: the new colleges, the working together of both staffs on the DIPHE. "There was a will to make it work," he says.

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Above: High Wycombe College of Technology and Art—developed to meet urban light industrial needs. Right: two views of Newland Park College of Education, rooted in the liberal arts tradition and nestling in 200 acres of Buckinghamshire parkland.

teachers understood each other a little better.

Another major effect will be that further and higher education will be thrown more closely together. High Wycombe where the usual polytechnic courses—degrees and higher national diplomas—are taught beside further education courses and General Certificates of Education in roughly equal proportions.

"The college had to meet the needs of first-day apprentices and postgraduates," Dr Everett said. "And there is a spin-off; it does not undergraduate or postgraduate student any harm to have sight of the work of the young apprentice."

For the Newland Park student teachers it will mean that they are in touch with the age group and work of students they may later teach.

Two schools, notable strengths of the High Wycombe college, illustrate well this blending of further and higher education. One, the School of Art, Design, Furniture and Timber, is not only the national training centre for the whole of the timber industry, but it also runs

degree courses in interior design, furniture and silversmithing alongside day release apprenticeship courses in furniture production and management.

Because of its specialized nature, many of the school's students come from abroad and about half its intake is comprised of overseas students.

This internationalism is evident in another of the college's schools: the School of Business Studies and Languages, whose postgraduate diploma in export marketing has already secured itself a good reputation and links with some 18 countries, both Eastern and Western, for the exchange of both staff and students.

At the other end of the scale the school offers a variety of lower level courses, including a part-time certificate in office studies for school leavers and a wealth of secretarial courses.

But inevitably one outcome of the DIPHE will be the development of more higher level courses, and BED honours are already in the pipeline.

Both director and staff insist, however, that they will not be introduced at the expense of further education, and some staff deliberately choose to continue teaching at lower level work. "It's an absolutely firm policy that the director intends to continue," Mrs Greffy said. "We couldn't have lived with the radical changes if he hadn't insisted on this."

Despite the obvious advantages of having a foot in both the FE and HE camps, the price of disavowing the lack of money. Although the college runs degree courses, and with 2,000 full-time and 7,000 part-time students is the size of some polytechnics, it has not enjoyed the same financial bonanza. All its changes had to be effected within existing resources.

The Department of Education and Science has smiled favourably on the teacher-training side, in that it has projected a cut of 25 per cent by 1981 to 450 students, in line with the average. But if the development of more degree courses is not to be at the expense of the lower level work, Buckingham will have to have resources to match its aims.

Is there a primitive mentality?

C. R. Hallpike discusses the relevance of Piagetian psychology to primitive societies

When I was conducting field work in the mountains of Papua, the natives believed that I was one of their deceased kinsmen returned from the dead; and a tribe in Ethiopia told me that their age-grading system under the crops grow—two of those classic cases where the thought of "primitives" seems irreconcilably different from our own.

While such differences have long been recognized, anthropologists prefer to explain them as the consequences of culturally determined beliefs, values, and knowledge; thinking, in other words, the conventional wisdom is the same in all places and at all times.

To some extent this attitude derives from the ethnographic situation in non-literate societies: much of our time in the field is spent establishing just what are the socially accepted beliefs of the society we are studying, and we give little attention to learning, concept formation, and problem solving by individuals.

Yet, though anthropologists usually prefer the euphemism "non-literate" to "primitive", they seem to have been misled by their aversion to psychology, and by overlooking the possibility that schooling and literacy as experiences in childhood might have an important effect on the thought processes of individuals, and that other environmental characteristics of small-scale, face-to-face societies with subsistence ecologies might have comparable impact on the cognitive functioning of their members.

There is in fact a large body of evidence from developmental psychology that the way in which people classify, manipulate verbal and numerical concepts, argue, and represent reality is very greatly affected by these socio-environmental factors just referred to.

If this is so, then one can no longer regard the human mind as a kind of homogeneous wax, at all times and in all places, passively receiving the impressions of each particular culture. On the contrary, while one can continue to assert the basic uniformity of potential in the human mind, actual mental processes, as well as beliefs, values, and states of knowledge, may be very different.

The theoretical foundation for this view of mental difference is supplied by Piaget, on the basis of his classic studies on the cognitive growth of children. He has shown that, contrary to behaviourist and associationist theory, the child does not simply copy his cultural environment. In a crude way, by mental processes akin to those of adults.

On the contrary, Piaget demonstrates that learning goes through a series of stages, each with characteristics of its own, and in each stage new potentials of the mind are utilized, building on those conceptual schemes already established.

The child, initially, begins to understand the world by manipulating it physically, and these first manipulations lay the foundations for the elementary logic-mathematical concepts and the basic notions of causality, while the child comes to realize that, in physical terms, he is an object among other objects.

The acquisition of language and mental imagery allows the child to interiorize his representations, instead of having to perform them with his hands; but even though he can now form more complex representations of reality his thinking is still tied to the appearance of physical objects.

This state is mitigated as the child begins to grasp the principles of conservation—that is, how crucial and how basic are the concepts of volume, and so on can remain the same in spite of an alteration in other dimensions. In learning to hold two ideas in his mind simultaneously, he becomes capable of distinguishing between the apparent and the actual behaviour of objects.

He grasps that he stands in the same relation to other people—such as "brother"—as they do to him, and acquires on the social plane the same awareness of his difference from those around him as he acquires in relation to physical objects. He also learns that events may occur at random, unbidden and conforming to no pre-ordained pattern.

In the next major stage of cognitive development, the child finally becomes capable of handling reality solely at the propositional level, without reference to action or imagery or actual experience. Hypothetico-deductive thinking thus becomes possible.

The child now begins to search for rules for problem solving, instead of relying on trial and error, and becomes capable of grasping kinds of relationships—relating to proportion, equilibrium, and probability, for example—that were previously inaccessible to him.

The process of cognitive growth is thus marked by the progressive dissociation between the child and the objective world, though the ability to treat language and thought as phenomena in their own right, distinct from the context of utterance or experience, develops only late in the process.

But Piaget emphasizes that these stages do not arise spontaneously from within the child—they are the result of an active and constructive process of interaction between the child and his environment, whereby he assimilates and accommodates to existing conceptual schemes, and also accommodates to that experience and the demands of his environment.

The most significant of these demands are those of communication and collaboration with other members of the community, and the progressive socialization of thought.

In this theory of cognitive growth, action, imagery, and propositional hypothetico-deductive thought are all seen as properties of the world and responding unconsciously to it, but they represent it in quite different ways, with different potentialities.

And Piaget also suggests that, in certain cultural environments, it is possible for cognitive growth to be arrested before it reaches the stage of abstract thought, and some concrete operations are attained.

Piaget's research has been carried out in Switzerland, with literate middle-class children, and though it has received an impressive endorsement from the studies of other European and American children, it is vulnerable to the objection that it is culture-bound and can have no universal validity. Piaget is aware of this, and has conducted cross-cultural studies of the necessary quality are very difficult to conduct, and therefore few.

But his predictions on the attainment of conservation of weight, length, volume and so on, lead to the conclusion that cognitive development, as psychologists have done in a wide variety of non-literate societies.

While the problem is experimentally complex, and the results do not all point to a consistent conclusion, it has been found that conservation of the various dimensions is usually acquired in the order that Piaget predicts, and that the rate of acquisition is delayed for the non-literate as opposed to the literate, the rural as opposed to the urban.

Furthermore, conservation is sometimes not attained at all by a substantial number of those tested in respect of some dimensions like volume. Other tests, especially in New Guinea, also confirm that formal, propositional thinking does not seem to develop at all in some non-literate societies.

It may be objected that conservation is a somewhat narrow foundation on which to base the validity of Piaget's theory, and that there is much force in this.

But Piaget's very significant contribution that the awareness of the mind, as capable of mediating experience, is only evolved slowly and late in the child's cognitive development is strongly confirmed by ethnographic experience, as well as by some findings of cross-cultural developmental psychology.

We might expect that in non-literate cultures, where language and thought are integrally related to the context of utterance, people simply have no evidence for a "mind" since its two most significant



An Eastern highlander of New Guinea in traditional stringing gear.

manifestations, thought and action, are not experienced as phenomena separable from the real world.

Literacy is a fundamental means of separating thought and language from their contextual association with the world of everyday experience, and developmental psychologists have done a great deal of work in assessing the cognitive impact of literacy and schooling in traditionally non-literate societies.

It has been shown that schooling, by teaching children outside the context of daily life, allows them to treat learning and mental activity as an end in itself, and literacy, in particular, allows them to manipulate language independently of its context and referents.

Children become able to classify objects on the basis of their physical properties (the objects) rather than in terms of function, or use, or associations in everyday life. They begin to search for rules, for principles that will generate answers, rather than being content with trial and error, and become aware of alternative solutions to problems as possible.

Children also come to describe and explain their own mental operation in a way that shows they can dissociate it from themselves and from the physical world—they overcome conceptual realism, in fact. In these respects they differ from their non-literate fellows.

While a great deal of cross-cultural research remains to be done, it is clear that so far Piaget's contention that cognitive skills vary as a function of culture, and that more cultures do not reach cognitive growth as long as other cultures, is strongly supported.

It must be emphasized, however, that there is no question of adults in "primitive" societies simply being the intellectual equivalents of children in our society.

Rather, they develop to a high degree of skill throughout their lives those cognitive abilities which are appropriate to the demands of their environment. Such skills are obviously, however, more related to the understanding and control of people than to the scientific analysis of nature.

So far, we have been considering the cognitive growth of individuals, but there is no reason why basic developmental principles may not be applied to the evolution of belief systems, and collective representations generally.

While traditional cosmologies of non-literate societies have some similarities to systems of scientific thought, there are also some important differences, which can be attributed to a number of socio-environmental factors apart from literacy.

In "closed" societies without literacy, in which everyone knows everyone else, and daily experience is shared by all, children learn by doing, in context, and it will not be necessary to make explicit the basic rules and categories of the society—these can all be taken for granted.

Thus communicators in situations of shared experience and comprehensive mutual knowledge can make frequent use of idiosyncratic, idiosyncratic and concrete symbolism, which depend on intimate, specific knowledge of the context of utter-

Time to put the focus on part-time study

In all the recent discussion about the need for re-orientation in universities ("cutting off the fat", "ceiling the art treasures", "cutting down research commitments", "reducing the number of postgraduate students", "worsening the staff/student ratio"), the emphasis is totally negative and in some cases destructive.

Alongside these discussions runs another, equally critical, that has to do with the supposed attitudes of the universities to the society which gives them life. Universities, it is said, are ivory towers, are bastions of elitism, concern themselves almost wholly with a highly selected group from a narrow age band, pay no concern to whether or not their activities have economic or social relevance, fail notably to make the fullest use of magnificent plant and resources, both human and material.

Whether or not these criticisms are true in whole or in part will depend upon a point of view. What is certain is that they are of very little use in helping universities to do better.

What surely is needed is a scheme which will enable universities to open themselves and their unique resources systematically to an infinitely greater number of people than they at present make use of. Many British universities have extramural departments which have excited the admiration of visitors from abroad. For generations (some for 60 years or more) they have carried the name and reputation of the universities into the towns and villages of the surrounding countryside.

But it is possible that the very success of the work of these departments (and of those internal departments with a commitment outside the walls) has prevented universities from seeing the extramural function in the round, as an obligation the university as a whole owes to society.

Has not the time come for at any rate some universities to match their concern for undergraduates and postgraduates with an equal concern for continuing education? And in view of the current debate about universities is not the period of planning for the quinquennial 1977-82 absolutely the right time for such a consideration?

In a sentence, the kind of scheme we are thinking about would ask the universities to take the difficult step of using their resources as systematically for part-time study as they do for full-time study.

Perhaps the most important phrase in the last sentence is "as systematically as". It implies some sort of enabling structure within the university similar to and on a par with the structures which look after undergraduates and postgraduate students.

In devising such structures care would have to be taken to safeguard the independence of departments and faculties. This should not be difficult because the new arrangements would be designed to complement and support the activities of departments, to provide the necessary points of contact with the university's system, to awaken people to the ways in which university resources can be engaged on their behalf, and to express institutionally the university's expanded commitment to this work.

To do this will require some new (probably earmarked) money. But we believe that the amount needed will be small in comparison with the impact such a scheme could have upon universities and their place in and relationship with society.

Can we hope that if any university proposes such a scheme, the University Grants Committee and the Department of Education and Science and DES will feel able to respond with modest new resources? How modest? Perhaps, for this hypothetical university, £70,000 a year for each year of the quinquennium could work a miracle.

Michael Stephens
Alan Thornton

The authors are director and assistant director respectively of Notting, Nottingham, Department of Adult Education.

'Through our failure you will get your education'

David Hencke discusses the philosophy behind the 'outrageous' DipHE course at North East London Polytechnic

Earlier this term the 101 new entrants to the North East London Polytechnic's diploma of higher education course attended the one compulsory lecture of the year.

It was given by Mr Tyrrell Burgess, head of the DIPHE unit, who explained the philosophy behind the course. He told them: "If this lecture is as successful as last year's nobody will ask for another."

A quip like that from Mr Burgess, well known for his wit and sarcasm, has gained the DIPHE course a reputation for being outrageous and uncompromising.

The "outrageous" campaign, based on crude, sex appeal with leather jacketed youths giving a bikini-clad girl, upset Mr Fréto, the former Secretary of State for Education, but Mr Burgess explained: "We weren't trying to attract the Secretary of State to the course."

Academics tend to become hysterical about the NELEP philosophy and display strong feelings against the DIPHE course.

Quoting like: "Is that the course you can get a degree by learning to type or drive a car? Most of the students are illiterate." "The level of work is equivalent to CSE, they even build boats," and "Is it fair that experiments in the education of young people should take place where they are not at all safe?"

Academics tend to become hysterical about the NELEP philosophy and display strong feelings against the DIPHE course.

But while many academics are ready to dismiss the course as being unsuitable for the education of higher education, few have formulated cogent arguments against it.

Members of the Council for National Academic Awards DIPHE panel, which is due to visit the polytechnic, do not think that the course should be stopped, although many are uneasy about its content.

There are obvious difficulties in the operation of the courses, including the large number of students with two A levels: providing suitable jobs, social opportunities for students to opt out of their responsibilities through sheer laziness.

Many of the projects have been by no means completely successful and one has hit that staff are tending to see the course as a series of failures in arrangements last year.

Mr Burgess is candid about the dangers of the course. He told students: "The only thing we can guarantee is our failure, but your education."

The philosophy behind the NELEP course is not so radical as it seems. It is part of a series of courses. What is different is the totality of the approach.

The whole course is based on the theories of Karl Popper. Students are expected to formulate their own problems, put forward tentative



Mr Tyrrell Burgess

solutions, and rigorously test them and to reach some conclusion which should approximate to the truth.

Whatever the project they choose, either as a team or as an individual, they are expected to employ the same techniques whether it is the study of working-class movements in the East End or designing and building a boat to cross a river.

The whole course is based on the theories of Karl Popper. Students are expected to formulate their own problems, put forward tentative

being "on demand" rather than as a study in itself. The result is that the entire study programme depends on student motivation which should, through a personal and group tutorial system, provide enough support for students to keep the programme going.

In addition the admission of students without two A levels or conventional qualifications (73 out of the 101 entry are mature students and only 15 below the age of 21 have two A levels) means that some need help with their reading and arithmetic.

Mr Burgess sees nothing unusual in this. When I took my degree at Oxford I had to take an examination of CSE level to be able to understand medieval documents. That was not very different from the help given at NELEP.

The main problem, however, is the clash between the content of the course and the possibilities of students being able to continue post-diploma work elsewhere. This is partially solved by most students going on to a third year in independent studies leading to a degree, although the Royal Society of Arts has turned down initial proposals for a separate three-year degree course in independent studies for the moment.

Within the polytechnic a compromise solution is being worked out between various departments whereby students who wish to transfer to another three-year degree course could "catch up" on the body of knowledge required during their second year of the diploma. At the same time the students' method of inquiry or "independent study" will not be challenged while he is studying for a diploma.

Obviously, this would not work with every subject and existing negotiations at NELEP are continuing.

Both director and staff insist, however, that they will not be introduced at the expense of further education, and some staff deliberately choose to continue teaching at lower level work. "It's an absolutely firm policy that the director intends to continue," Mrs Greffy said. "We couldn't have lived with the radical changes if he hadn't insisted on this."

On an individual basis, study outside NELEP seems to cause more problems. Potential teacher training students seemed to be affected by the course. Like Bulmershe College of Higher Education with horror. "As yet no student has applied to finish his degree at another polytechnic."

Within the polytechnic itself there is still scepticism about this course and there have been clashes between academics about the level of attainment of a diploma at the end of two years, compared with a student on a degree course.

One academic who was initially horrified at the work of diploma students has now changed his mind after meeting the students. "I have to admit that the diploma student is more critical, independent, and livelier than many other students on degree courses. Whether this is caused by a process of self-selection I don't know, but it is certainly noticeable."

No academic has yet been prepared to challenge the whole NELEP concept. Other courses, as he has prepared at Manchester, which could follow NELEP principles have been fully evaluated.

Mr Tony Weaver, chairman of the validating board and a strong supporter of the project is the aware of the consequences of the course. "If academics are planning their people who believe they will change of knowledge they will regard it as a threat."

Yet will conventional academics, most of whose courses depend on understanding and digesting large areas of knowledge, lose the means by default to Mr Tyrrell Burgess.

American news

New York axes \$156m of new buildings

from Thomas Cahill

NEW YORK

The State University of New York (SUNY) has abruptly halted all new construction in a surprising move directly related to New York City's continuing fiscal crisis.

According to Dr Ernest Boyer, the university chancellor, SUNY's construction projects had been "the most certain element in our administration—until September, when SUNY's previously high credit rating and the low interest it paid on its bonds began to be seriously affected by its contexture in the falling city and by growing fears among investors."

Previously approved plans for new construction, totalling more than \$156m, on 104 projects throughout the State will be scrapped, and a project-by-project review will begin "to eliminate or defer all but top priority buildings."

In addition, the university's trustees have ordered a freeze on enrolment at 20 of the university's 36 campuses, including 10 of its 13 liberal arts colleges, but excluding its four large "university centres" at Albany, Binghamton, Buffalo, and Stony Brook.

The main reason given for the freeze is the declining birth rate, which will not begin to affect university enrolment until about 1985. This year SUNY admitted only 35,000 freshmen out of 85,000

applicants because of space limitations.

There is to be no freeze on enrolment at the state's 30 community colleges, which increased their numbers by 100 per cent this year. The trustees also want to establish a "guarantee" that all graduates of two-year community colleges will be able to transfer to senior colleges if they so wish. Since by decree of the trustees enrolments are not to increase at most public senior colleges, this is obviously meant to direct more students to financially pressed private colleges throughout the state.

In a parallel development, a commission on the financial problems of higher education in New York State issued its report to the State Board of Regents, recommending that the Regents act to put an end to the competition among the State University, the City University and the private colleges for money and students.

The commission, headed by Dr Nathan Pusey, former president of Harvard, argued that without strong action by the Regents the financial problems of many private colleges would soon become desperate. To bolster the private colleges, the commission urged that the State increase its programme of direct aid to students, thus enabling more students to afford the higher tuition charges at private institutions, and that the tradition of free tuition at City University be ended.

California urged to give more aid to adults

from Ian Anderson

STANFORD

The multi-campus University of California and the State college system should both introduce financial incentives to encourage teaching institutions to encourage greater participation by adults and part-time students, according to a report submitted to the California legislature.

The 186-page report is based on a year-long study into the educational interests and needs of over 1,000 adults from seven California communities. It was commissioned by the Joint Committee on Post-secondary Education.

It recommends that the trustees of the State college system examine their aiding scale of fees and perhaps reduce by up to a third the per-unit fee for those enrolled less than full-time, while increasing it slightly for students enrolled for 16 units or more.

Army initiates credits scheme

from Henry Wasser

NEW YORK

Sixty-six per cent of the enlistees in the army, navy, marine corps and air force are high school graduates. As a consequence, the US army has now developed an educational programme that will enable a recruit to earn up to two years' college credit during a three-year enlistment.

After signing the recruit may choose from among the participating colleges a "home unit" which opens a file on him and assigns a "home" for him in the service. He is informed of courses available at the university or college nearest his post.

When a course is successfully completed, the student notifies the "home" college and credits are counted towards a degree. Those who enrol are full-time soldiers and part-time students, but army posts are committed to adjusting training and work schedules so that college assignments may be done.

The soldier-student is encouraged to take vocationally oriented courses as a prelude to the more professionalized degree he would earn after leaving the army. Thus, those wishing to be business executives would register for personnel management, accounting or inventory control courses.

Data project will help city

Baruch College of the City University of New York is taking the lead in setting up an information and forecasting system, to be called the New York State Information Project. As the city approaches default, the one hundred executives constantly "ask" "what if" questions to which there are no answers, either because no statistical information has been gathered or because the information is jealously guarded by competitive organizations.

Each week literally thousands of these unanswerable questions are posed, according to Dr John Griffin, dean of graduate studies and re-

search at Baruch and chairman of the project's steering committee. The project has been made possible partly because competitive attitudes among businessmen are gradually giving way to a recognition of the necessity for co-operative contingency planning on a city-wide basis.

Baruch then hopes to publish by April its first report—an inventory of available information, gradually to maintain data on everything from the number of employees at a small printing press in Brooklyn to the number of \$100m loans made by the banks.

Teaching doctorate wins support

The Carnegie Corporation has invested \$2.7m in data in helping more than 20 universities to establish a new degree—Doctor of Arts—as an alternative to the PhD.

Although requirements for DA programmes differ from campus to campus, emphasis is commonly laid on general knowledge and teaching skills rather than on specialized scholarly research. Many DA programmes do not require a doctoral dissertation.

The DA is seen as the ideal degree for someone who wants to teach at a community college or a small four-year college but does not intend to devote his life to original scholarship. It is also felt that pursuit of the PhD does not especially prepare candidates to be good teachers, whereas DA pro-

grammes provide far teaching internships.

Against the prospects for widespread acceptance of the DA is the general feeling that it is "second best". But, even in a time of shrinking job markets for teachers, Carnegie spokesmen insist that there will be a continuing demand for the new degree and that of the 295 DAs thus far "almost all have been placed".

Supporters of Carnegie's stand is the latest instalment of the 1975 Ladd-Lipsett survey of United States faculty members, which finds that most full-time American academics are not scholars in any verifiable sense.

Over half of them have never written or edited a book of any kind

—either alone or with others. More than a third have never even published an article. And "the portion involved in scholarship becomes much lower when part-time faculty members are included".

Forty-four per cent of those surveyed identified themselves as "teachers" and another 27 per cent as "professionals". A much smaller proportion saw themselves as "scientists" or "scholars" or "intellectuals"—11 per cent, 10 per cent and 7 per cent respectively.

Many agreed they benefited from a light teaching load and on the pre-emption that it was necessary in order to free them for scholarship. Almost six out of every 10 faculty members at major universities taught only six hours or less each week, the survey showed.

Anti-hunger drive gets under way

Scores of universities have instituted projects on global and domestic hunger in the past year. Much of the new concern can be traced to the World Food Conference in Rome, last November, at which time thousands of students and faculty members participated in a "fast for world harvest".

On November 21, a major academic event—a first National University Conference on Hunger—was held in Austin at the University of Texas. The organisers include such veterans of the protest movement as Yale University's chaplain, William Sloan Coffin. Mr Coffin has declared his intention of retiring from Yale at the end of this year to dedicate the rest of his life to the fight against hunger.

The organisers hope that the conference will be a step towards creating an American campus-wide, broad-based national movement somewhat analogous to the anti-war movement of the late 1960s and early 1970s.



Hunger: a case for campus concern.

Doctors to be required to work with poor

The New York State Board of Regents is the first to implement a controversial proposal that a period of service to poor people be required of new doctors of medicine. The object of the action is a free undergraduate biomedical programme, instituted three years ago at the City College of New York and designed to help train doctors for service in both urban and rural areas that are under-served by physicians.

At the time the programme was instituted, however, no stipulations were made about a period of subsequent service. Graduates of the programme go on to attend one of seven designated medical schools, four in New York State and three elsewhere.

Now, the students, on receiving their MD, will be required to serve for two years in a designated area of physical change in New York City, or for two years in a similar area elsewhere that has been designated by the US Commissioner of Education.

In addition, "each student who fails to pay his share of the tuition" will be required to pay back up to \$25,000 in costs for the four-year undergraduate part of the programme.

Similar provisions are currently being considered by Congress, as well as by the Ford administration (THESE October 17). There is, however, wide disagreement on whether a period of service to the poor should be made mandatory on all graduates or should be limited to a portion of them, or should be made only voluntary.

Some claim that any mandatory service provision will ultimately be declared unconstitutional, while others would like to see mandatory service extended to other professions, such as law and engineering. The Association of American Medical Colleges claims that such a programme would not be "good medicine" unless Congress also established a system of support and supervision for young doctors practicing in under-served areas. They should not be parachuted out with black bags by themselves, said a spokesman for AAMC.

Architecture courses end at Stanford

The undergraduate architecture course at Stanford University is to be scrapped. It currently has 82 architecture majors, who will be permitted to finish the course under a two-year "phase-out" programme.

Expansion of the Architecture department to allow it to offer graduate training and research has been ruled out mainly for financial reasons. The university is in the midst of a three-year "belt-tightening" exercise which is aimed at pruning operating expenses by \$10m.

Republic of Ireland

Top official hits at Government indecision

from Peppy Barlow

DUBLIN

Governmental delay in implementing policy decisions on higher education taken 10 months ago came under fire here last week from the stormy petrel of Irish educational administration, Mr Sean O'Connor, formerly secretary of the Department of Education and now chairman of the Higher Education Authority.

Mr O'Connor told the annual general meeting of the Irish Federation of University Teachers that the Government had not taken action which he felt better to disband the Higher Education Authority completely, and restore the former situation in which the universities negotiated directly with the Department of Education for finance.

The confusion in which he spoke is one of growing confusion about the status of last December's decisions, which proposed, among other things, the designation of a large number of third-level institutions as subject to the HEA.

Under the Higher Education Act, 1971, which set up the Authority, the only institutions automatically designated were the universities. Since then, only two further institutions—the Royal College of Surgeons in Ireland and the College of Arts, Celtic Studies and Social Sciences—have been added to the list, and further designation is thought to be essential if the Authority is to be given any effective coordinating role in the sphere of higher education generally.

Mr O'Connor made clear his opinion that while the immediate designation of all the relevant institutions would overtax the resources of the HEA, he would expect total designation at least by the end of 1976.

Lack of such designation, he said, meant that the universities remained aloof—even untouchable—"by deliberate act of Government". This looseness or aloofness may be pleasing to those who yearn for an allist ghetto, he added.

Sweden

Budget should 'stress language work and in-service training'

from Mike Duckenfield

STOCKHOLM

A 20.5 per cent increase in spending and major boosts for language teaching and in-service training are urged by the Swedish Government in its budget proposal for the year beginning next July 1 which has been presented to the Government by the Office of the Chancellor of the Universities (UKA).

The proposals, which cover the last financial year before the full implementation of the 1968 reforms, also include the central planning agency's final recommendations on "internationalising" higher education, following debate on last year's committee report on the subject.

Spending during 1976/77 should rise by 24.3m Skr. (\$36m) to 1,902.8m Skr. However, nearly 70 per cent of the increase has been earmarked to meet rising costs—

including academic salaries, which are expected to go up by an average 16 per cent.

While UKA anticipates that student numbers will remain much the same as at present, with 22,400 first-year enrolments, there should be a 5 per cent increase in academic staff in the universities and technical high schools, including the creation of 31 new chairs, it says.

The biggest staff increase is proposed for medicine and technology, which together would account for roughly half of every three new appointments. Humanities and the social sciences, the boom subjects of the 1960s, on the other hand, would get less than 20 per cent of the new staff.

Over almost one-third (\$24.7m) of the proposed budget has been allocated to meet teachers' salaries, with faculty running costs contributing a further one-fifth (\$74.4m). The remainder is divided between university and central administration, research and libraries.

To coincide with the implementation of the 1968 reforms, UKA proposes a five-year programme of compulsory in-service training for



Sean O'Connor: "the only decisions we have".

"and certainly it is supportive of an inflated concept of university autonomy; but it is a divisive element in higher education and it is no help to the university colleges." "One could normally expect some delay in implementing the decision, but if the delay is overlong conditions may have changed to such an extent that a new commission (on higher education) might be necessary, and a merry-go-round develop. Like them or dislike them, they are the only decisions we have and if we can't have them changed soon we must ask that they be implemented."

Mr O'Connor also referred to the obligation placed on the HEA by the new legislation to contribute to the democratisation of higher education. He said that while the concern of the HEA had in the past been largely devoted to important questions of buildings, he hoped that it would be paying more attention to staff and student participation.

His public paddling in what is becoming an increasingly muddy pool also points up a sharp contrast with his predecessor, Dr O'Riordan, who was a former secretary of the Department and chairman of the HEA, maintained a very low profile in the discussions with the Government of the day; Mr O'Connor is noticeably less punctilious.

Holland

Controversial University Reform Bill gets go-ahead

from Lynn George

AMSTERDAM

The controversial University Reform Bill, first proposed more than 10 years ago, is almost certain to become law before the end of the year. The Bill has just had a clear passage in its final report stage in the Upper House and it is placed before the Senate and then voted on.

In broad terms, the Bill places tighter control on university study. By imposing a maximum enrolment of seven years, cutting courses from six to five, and giving candidates only two years to pass a selective pre-graduate examination, it aims to rid Dutch universities of the "eternal student".

The relatively smooth passage of the Bill in the Upper House, after many protests against it in university circles, is largely due to the fact that when it was debated in the Lower House, Dr Jos van Kesteren, Education Minister, agreed that facilities—when drawing up their new programmes—currently applied for admission over the four. Most faculties are now expected to do this, and their official multiplicity, the Academic Council, has cautiously accepted the Bill.

Whether faculties are granted an extra year, however, depends on how far their enrolment programmes conform to certain guidelines recommended to the Minister by the Academic Council. No new five-year programmes, for instance, will be accepted unless they give students a yearly workload of 1,700 hours and compare favourably to similar studies in other European countries.

It is on this point that bitter opposition to the Bill, especially from students, still remains. Although Dr van Kesteren has assured that universities that five-year programmes will only be marginally examined, critics remain unconvinced. It is argued that not only will the Minister have the power to reject programmes on purely subjective grounds, but the traditional freedom of faculties to plan their own programmes without Government interference will also be endangered.

Another serious problem which the Minister has to face on the Bill's implementation in 1978 is how to ensure that students observe the maximum enrolment period. Files have been suggested, although the Government is anxious not to jeopardise the right of an individual to privacy or to run up an even higher university education bill.

Australia

Trend grows to admit 'unqualified' students

from John Kirkaldy

SYDNEY

The University of New South Wales in Sydney is offering more places to mature students who are over 25 and have not obtained school matriculation exams. This is part of a growing but still relatively small trend to Australia.

Would-be students attend a meeting which gives them essential information about the range, nature and availability of courses, subject content and hours, and the demands made by university study. If, after attending the meeting, the applicants are still keen, they are asked to complete a review of their own work and a current affairs magazine article.

On submission of a satisfactory essay, the applicants are invited to attend an induction course to discuss tertiary teaching methods, courses, assessment, study techniques and work loads. An offer is then made for the next academic year.

Another similar scheme is at Monash University in Victoria, which now allocates the last 10 per cent of its course numbers to students who would not otherwise gain admission. Examples of extending

France

Expansion slows, but more go for pharmacy

from George Morgan

NICE

Higher education expansion in France is showing signs of levelling off. This year only 16,628 additional students enrolled in the country's 74 universities, an increase of only 2.2 per cent, the lowest for over 15 years. This will bring the total university population to an estimated 800,000. The figures were reported by M. Jean-Pierre Sission, Secretary of State for Universities, at a press conference to mark the beginning of the academic year.

Enrolments in art faculties were down for the first time in years, by 3 per cent, though arts subjects continue to attract more than 30 per cent of all students. In science, however, the downward trend of recent years has been reversed. Enrolments are up by an average 6 per cent. Most popular of all are the courses in social and economic administration which have worked up a 25.7 per cent increase in intake.

A disquieting feature of the year's centre, said the Minister, was the unprecedented increase in the number of students enrolling for medical and pharmacy studies. This year new entrants in schools of medicine have increased by 12 per cent despite the Domenech-Sirod of a stiff examination at the end of the year which eliminated more than 80 per cent of candidates. In pharmacy, provisional estimates place this year's increase at between 20 and 30 per cent.

At present, M. Sission said, there were many students in the pharmaceutical schools who were practising chemistry in the whole of France. Measures would be needed to regulate intake and plans are now being laid to introduce a selective examination in pharmacy along the lines already adopted in 1972 by medical schools.

The Minister also expressed anxiety about the continued growth of the "Parisian" "Laval" type. Despite measures designed to discourage provincial students from en-

rolling in the capital, the number of new students in the 13 Paris universities rose by 3.3 per cent this year as opposed to an increase of only 1.9 per cent in the provinces. More than one in three of all French university students are now concentrated in the Paris area.

An important feature of this year's centre is the emphasis being laid on opening up universities to a larger number of working students. Following the success of the Vincennes scheme, admission procedures have been relaxed in all universities for non-Bacheliers—mature students without the traditional minimum entrance requirements. Candidates will be expected to have at least three years' professional experience behind them to pass a short aptitude exam.

Also, 21 selected universities will this year be organizing a system of pre-university courses aimed at bringing non-Bacheliers students up to first-year standards. Candidates passing the final exam are then admitted to university without any further formality.

M. Sission also announced that the budget for higher education has increased this year by 15 per cent, bringing total expenditure in the field to over 9,000m francs (\$300m). University research has received an increase of 13 per cent. Inflation is currently running at less than 10 per cent.

Despite these promises of extra money for next year a number of universities are already in deep financial trouble. A severe cash shortage has led to the closing of a number of research laboratories at the Paris VII science university. Postgraduate research has also had to be severely curtailed. At Clermont-Ferrand and Paris-Nanterre the rentrée has had to be postponed in some disciplines. The universities of Nice and Besançon have announced deficits in their budgets of £100,000 and £220,000 respectively while the university of science and technology at Lille has declared itself technically insolvent.

Polytechnique on the move

from our correspondent

NICE

The Ecole Polytechnique, perhaps France's most prestigious grande école, is to be moved from its present site on the St Genevieve Hill in the Latin quarter of Paris to new premises in the suburbs.

The move was announced last week by President Giscard d'Estaing, himself a former Polytechnicien, after lecturing to students at the school on the new world economic order. The school, run by the Ministry for the Armed Forces, trains top France's top civil and military engineers.

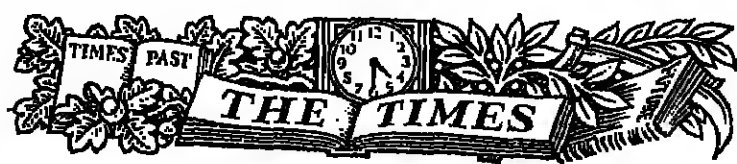
The present three puts paid to

years of wrangling over the polytechnique's future. Plans for the move were first made in 1962 but fierce opposition from former students has caused delay. Opponents to the scheme complained that the new site was a "cultural desert". Top academics said they would not be prepared to make the move and standards would inevitably drop.

Now the first batch of students is scheduled to take up residence in the new buildings at Palaiseau, 20 kilometres south of Paris, next October. Some teaching will still be given in Paris, however, to new complex is to be built on the St Genevieve site.

The recent reports by the Universities and Advanced Education Commissions and the Committee on Open Education have all called for an extension of mature student places. But recent cutbacks in tertiary education spending have jeopardized these requests. Already the proposed university at Albury-Wolonga, which was to provide extra facilities along these lines, is not now to be built.

Statistics seem to suggest that the schemes so far are a success. A study done by the Tertiary Education Research Centre of the University of NSW has reported that of its students do significantly better than other students. For example, in political science 60 per cent of mature unmotivated students received a credit or better compared with 25 per cent of other students. In sociology 80 per cent of unmotivated students received a credit or better as against 45 per cent of other students.



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Significance for universities of regional councils

University opinion has not yet recognized the significance of the proposal by the Council of Local Education Authorities (CLEA) to establish nine regional Further Education Advisory Councils. It should, even though some complex reorganisation is involved.

In its 1972 White Paper *Education: A Framework for Expansion* the Conservative Government recognized that this reorganization of non-university higher education would necessitate changes in the existing machinery for regional coordination and cooperation. This was (and is) provided by two separate sets of bodies, with different boundaries, constitutions, and outlooks: Regional Advisory Councils for Further Education (RACs), and Area Training Organizations (ATOs) for teacher training.

The White Paper proposed replacing the university-based ATOs by regional committees mainly representative of the L.E.A.s, the teacher-training institutions, and the teaching profession, and the composition, functions and boundaries of the RACs. The present Government accepted in principle this proposal.

Later, the Department of Education and Science, feeling that there was urgent need to make arrangements for expanding in-service training for teachers, submitted an interim scheme for Regional Committees of Teachers (RCTs) which would promote, coordinate, and supervise in-service training, and induction of newly qualified teachers, and professional centres handling these tasks. The scheme was endorsed by the Advisory Council on the Supply and Training of Teachers (ACSTT), but no RCTs have yet been established.

A short while ago the CLEA, born of the Association of County Councils (ACC) and the Association of Metropolitan Authorities (AMA), sent to the DES a memorandum which said, in effect, that it is non-negotiable that there should be a single integrated body, a Further Education Advisory Council in the Region (FEACR). In each of the nine regions in England, the memorandum does not deal with Wales whose special circumstances demand special measures.

The FEACRs should be advisory bodies only, not executive or providing training of teachers (i.e. the task allotted by the DES to the proposed RCTs), with some explicit provision to safeguard the position of the universities in this field.

● To promote, coordinate and keep under review the induction and in-service training of teachers (i.e. the task allotted by the DES to the proposed RCTs), with some explicit provision to safeguard the position of the universities in this field.

● To promote, coordinate and supervise non-university further education, advanced and non-advanced, and the distribution of initial teacher training courses.

● To look after internal finance and staffing.

The governing bodies of FEACRs should be representative of all the interests concerned: i.e. teachers' associations, the non-university further education system, the universities, the local education authorities, industry, and commerce. The selected staff should be headed by a director "of high calibre", and the councils should be financed 50-50 by the DES and the L.E.A.s in each region. I would query whether purely advisory regional bodies are either necessary or desirable. Local do not like them. Colleges of education are always complaining that they have to serve too many masters. The RACs have been conspicuously successful, and the ATOs have many critics.

Yet, assuming that a case can be made for regional advisory councils for non-university further education, should they be such massive, and

consequently expensive, bodies as the CLEA proposes? The possible size of the governing bodies of some FEACRs is frightening. "All the interests concerned are to have a say, and this is made worse by the CLEA's insistence that the L.E.A.s must be allocated nearly half, and the teaching profession a similar proportion. Only about one-ninth is left for other interested parties. These include the universities, which are four or more in four of the nine regions, industry and commerce, the church (still large providers of teacher-training institutions), and other providing bodies.

There would seem to be a real danger here of repeating the tragedy of the National Advisory Council for the Training and Supply of Teachers (NACTST), which foundered because of its multitude of conflicting voices.

As regards expense, it is hardly appropriate in an era of acute financial stringency to suggest the sort of administrative machinery which would be required by a "high calibre" director, unless this is incontrovertibly necessary. It does not seem so. The CLEA says that FEACR governing bodies would not meet often, and that they would mainly receive reports from the L.E.A.s, and from the RCTs, and set broad policy guidelines. That should not mean enormous servicing.

The committees which the CLEA proposes seem very unbalanced. It is difficult to understand why the induction and in-service training of teachers should be the responsibility of a "high calibre" director, in practice, neither should be. Committee life lies on a euphoric road, largely covering the terms of reference of the council. Paradoxically, perhaps the best solution might be to amalgamate committees and set up a single body, on condition that this single committee would work mainly through sub-committees, as L.E.A.s do.

Another criticism that must be made of the CLEA plan is that it all but ignores the partnership between the universities and the teacher-training colleges that have matured, slowly and hesitatingly but more and more effectively, over some 85 years. Admittedly, the memorandum pays cordial lip-service to it; one of two "crucial factors to preserve", it says, "is the continuing fruitful involvement of the universities in the induction and in-service training of teachers, and in the initial training done by university education departments. But in the regional council structure which it recommends there is singularly little evidence of any effort to secure this."

This must be rectified. Even though the colleges of education, with three exceptions, have been thrust out of the university sector of higher education, and into the so-called public sector, this does not mean that their long-earned and often strongly-earned academic and professional links with the universities should be severed or left to decay through disuse. If there are to be regional advisory councils, they must be able to maintain a continuous, active liaison with their universities.

Apart from the narrow issues affecting teacher training, the wider significance of the FEACRs is that it is being suggested that the time, that universities should join regional bodies, one of whose aims will be to promote, coordinate and supervise non-university further and higher education. If universities did all certain, they would therefore implicitly accept that universities should also be members of any new regional machinery for higher education that may develop in the English regions as an afterthought of the Secretary of State, or be established. Such a union would have profound implications for the universities. There has been no public indication yet that they are being considered.

Postgraduate changes

from Professor Basil Bernstein

Sir—I would like to draw attention to a major change in the principle of awarding grants to postgraduate students which has arisen out of a change in this settlement of undergraduate awards.

This change in the principle may discriminate against women, distort the postgraduate population and effect this field and focus of postgraduate study.

Grants to undergraduates have been linked to parental incomes unless the student is over 25 years of age, or has lived away from home for a period of over three years; in either of these cases the student is deemed independent. Postgraduate awards offered by research councils, including the Department of Education and Science as a special case, are awarded on a different basis. The postgraduate student is deemed independent. This is not related to parental incomes.

This is an important principle, because it means that the sole criterion of postgraduate research is academic: the student's academic level, research interest and potential. In as much as the postgraduate grant is tied to the income of stated others, then the decision to take up postgraduate research is governed by non-academic criteria: the will of the student's parents, or the decision of a spouse which involves a reduction in income, is not possible for that spouse to look for the possibility of a future reward in the investment. Thus the field and focus of postgraduate research may be scrutinized in terms of its future non-academic return.

There are also a great many other implications of this change in principle, which I have not mentioned, for example, the marital intentions of the student during the period of the award; the few students who will benefit from the mortgage and child allowances, etc. Yours faithfully, BASIL BERNSTEIN, Professor of the sociology of education, Institute of Education, London University.

Postgraduate settlements are linked to undergraduate settlements; as a consequence, the above applies to postgraduates. Now this change in the nature of the settlement of undergraduate awards has changed the principle of awards to postgraduates, which previously regarded the postgraduate (and for very good reasons) as a self-sufficient individual.

So, in addition, we should be looking for some other indices or predictors of academic success. Dr Haskin agrees with this development, although his letter fails to elaborate on the precise nature of the predictors. We can then, in the case of the postgraduate, look for the good at the end of the first year, he claims. Surely an expansive and wondrous way of justifying a disregard of A-level results!

He goes on: "Many more people would have had the benefit of a university environment even if only for a brief period." True, but at whose expense, and with what result?

It would be better to try to do something positive by way of evolving an amalgam of A-level performance and some measure of psychological aptitude testing. Research reported in British, American and Australian journals indicates that there can be significant correlations between a student's performance in tests of verbal and spatial ability and of personality and a student's subsequent academic achievements.

As well aware that this will require the deep pool of educational psychologists, and not psychologists, but a solid case can be made out for this approach on economic grounds, if on no other.

The total cost of putting one undergraduate through the university system for just one year is £5,000. Estimates of first-year students to the universities in October are put at 75,000. Estimates of student drop-outs suggest that the figure may be as high as one in 10, or as low as one in 30. Taken at face value, this means that we are wasting between £15m and £25m every year. Is not time well spent on something about it?

Yours faithfully, DAVID FANNING, 51 Ashgrove, Bradford.

University entrance from Mr David Fanning. Sir—Should university entrance be based on A-levels? There are certain points in Dr Haskin's letter (THES, October 21) concerning assessment by GCE advanced level results which call for my attention.

Dr Haskin is right, of course, in his assertion that too much reliance can be placed on high-grade A-level results, but is there any empirical evidence that university admissions policies are based on the high grades achieved rather than the spread of A-level success? And, after all, is it asking too much for universities to suggest that a potential undergraduate should at least achieve 50 per cent in examinations for which the student has undertaken a minimum of two years' intensive study?

The ability to learn to recall and to understand requires a minimum of two years' intensive study.

Student loans

from Mr Alan Maynard

Sir—Charles Clarke's comments (THES, October 24) on my recent paper (*Experiment with Choice in Education*, Institute of Economic Affairs) lead me to conclude that he has either not read my paper or that he has read it and misunderstood it.

In the paper, I did not contend that government should not be involved in education. I merely argued that its involvement should be limited to financial intervention to aid the less affluent. Student loans could enable society to redistribute resources from a privileged middle class group who are potentially rich in terms of life-time income, to less fortunate groups whose life chances are depressed by poor family backgrounds, the characteristics of which ensure that they will not be members of higher educated aristocracy.

Charles Clarke admits that family background is an important determinant of who goes to higher education and then he goes on to argue that the loans system would lead to less poor children in universities and colleges. The defects of this latter point are dealt with in my paper at length.

The important thing to note is that student grants have not increased substantially since the share of the higher education cake going to students from lower socioeconomic groups. Poor children are still out of the education system prior to higher education. If Charles Clarke and I were to agree about this diagnosis the symptoms can be cured only by redistributing resources to affect the family socialization activities, or the early stages of education.

I would like a more equitable distribution of access to educational resources and a way of achieving such an objective is to take resources from higher education by introducing loans, and spending such resources in ways that are not on those who have relatively good access to education.

Charles Clarke and the National Union of Students are quite right in objecting to this policy. They have been elected to protect and, if possible, enlarge the share of the cake going towards that largely middle class membership. However, we should be clear about the difficult implications of such a policy. The poor may stay poor and the relatively rich may maintain their affluence.

Student loans provide a policy instrument which may make the education system more equitable and more efficient. This policy needs to be carefully studied and not rejected out of hand by vested interests such as the NUS. The NUS should follow the advice of Chairman Mao Tse-tung who argued that "in this world, things are complicated and decided by many factors. We should look at them from different aspects, not just one."

ALAN MAYNARD, Department of economics, York University.

UCB Unfairly from Mr Laurence Wilson.

Sir—We were delighted to see your prominent coverage (THES, October 27) of our registration at Buckingham University. College is not a bad thing.

Your readers will have been interested to learn that we already have a good number of applicants and expect more for our opening in Buckingham in February 1976. Regrettably, the college is known to the public as a place where students are academically very good indeed.

Yours faithfully, LAURENCE WILSON, Registrar, University College, Buckingham.

More letters page 12.

The super-ministry: a blueprint for survival?

This battle for personal liberty in Britain may well be won, or lost, in the lecture-rooms of our universities and polytechnics. Few of us can now have any doubt that civilisation and freedom are under assault from a multiplicity of malevolent forces; and in this conflict between reason and unreason, between thinking, humanist individuals and violent totalitarian mobs, this university actually forms the first line of defence. That is why the academic struggle against government penetration, on the one hand, and the student fascist take on the other, is so important. Frequently there are signs that leading academics are recovering their courage.

Vice-chancellors are speaking out, in plain terms, to defend the concept of university autonomy, and there are the beginnings of a swing back to the elitist principle which lies at the heart of university excellence.

The first element in the return to sanity has been the discrediting of "nonpower planning" in the university field. This, of course, was linked to the brutal materialist image of the university as a "knowledge factory".

But Sir Nowtson observed, over 100 years ago, in his *Life of a University*: "A university is a place where men know their children on one, not a foundry, or a mine, or a treadmill." The wisdom of this observation has been demonstrated over the last decade by empirical means, for whenever degenerate manpower planning has been tried it has proved a dismal failure.

Indeed, one could argue that the basic assumption behind the original Robbins calculation of graduate output related to the gross national product was disproved as early as 1970, when the Organization for Economic Co-operation and Development reported that the United Kingdom, compared to other West European countries, Canada, the United States and Japan, had (in 1964) "the greatest concentration on science and technology in higher education and the largest proportion of qualified scientists and technologists (graduates, diploma and certificate-holders) in relation to population and labour force." This was the exact opposite to the conventional Sovietian assertion.

In any case, those with much experience of second-line manpower planning, such as Sir Frederick Dalton, the present chairman of the University Grants Committee, would argue that it is a very risky business, doomed to failure if anything ever ambitious is attempted. He would add that, where the state is the sole employer, and future expansion can be accurately predicted—as in medicine, dentistry and veterinary work—planning is possible.

But many would deny even this; and certainly it is possible to argue that our production plans for doctors have gone badly astray over the past quarter-century (or so). Recently, for instance, we decided to scrap the fundamental axiom that woman should never occupy more than 25 per cent of places in medical schools.

The biggest and most tragic failure, however, has been in the production of teachers, where the experts have been hopelessly confounded over the years. The number of teachers required has been grossly miscalculated by factors of 50 per cent or more.

We are now having to shut well-equipped colleges of education and direct qualified teachers to the dole queue. Much of this, of course, has been based on demographic projections, which notoriously bring the best statistics to grief. The birthrate is a curious phenomenon, unresponsive to ministerial dictat.

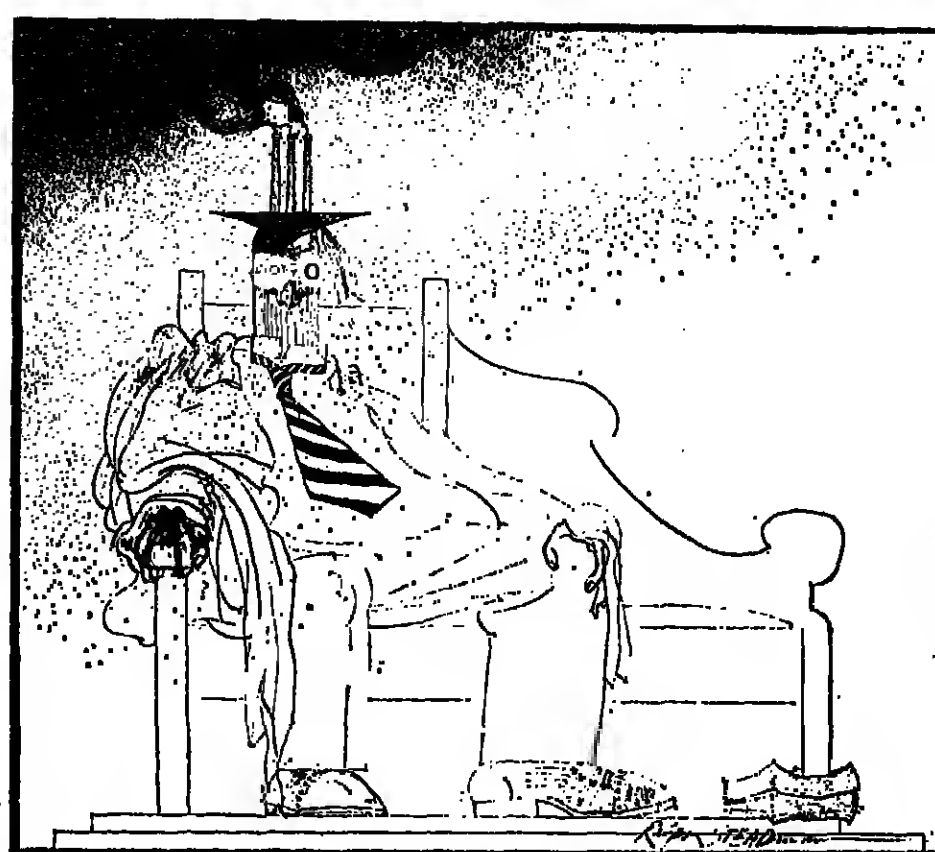
But there are other obstinate forces which militate against accurate planning. For instance, we do not know why 15-18-year-olds decide for or against higher education, and the research now being conducted on this problem is unlikely to leave us much wiser.

This term the universities are much fuller than expected, presumably because of high unemployment. But such trends seem to ebb and flow with mysterious suddenness, making long-term planning of places a nightmare.

One principle about which there is new increasing, and well-justified, scepticism is the fundamental Department of Education and Science assumption that big is best, or that the more the merrier. The only respect in which the reorganisation of local government—the supreme example of the blunders theory—the proved efficient has been in bumping up the salaries of officials, and hence the rates.

It may be that bigness in education—as for instance in polytechnics—is less efficient than the long-run than variety. After all, the larger the unit, the greater the damage when a planning decision goes wrong, or if it does.

And then, too, both bigness and planning tend to increase the barriers between DES officials and the best higher educationists. If they add to the climbing opportunities of political dogs.



Paul Johnson concludes his four-part series and suggests that universities should become the responsibility of a Ministry of Arts and Sciences

Recently, the rethling head of Loughborough University, Professor Elyan Richards, said that in eight years he had never once met Sir Teby Waaver, the arch-madarch planner of the DES, and had had no contact with his successor.

For all these reasons, the less central planning the better. Universities should stick to their autonomy. Everyone in positions of authority and influence should strive to keep politics out of higher education. Politics, whether the triumphalist politics of the academics, or the egalitarian politics of the DES and Labour theorists, have been tried and failed.

Hence I would urge the early abandonment of the university education ministry, under which the whole process from nursery school to PhD is planned and decided at political level, and thus subjected to the vagaries of elections and the whims of transient ministers (Mr Wilson, in particular, has always treated the DES as the British equivalent of a Siberian power station).

We should, instead, resurrect the Robbins notion that all higher education—universities, education colleges and polytechnics—should be cut off from the DES and transferred, together with state patronage of the arts, science and technology, to a separate Ministry of Arts and Sciences, with its own staff, and its own access to the Cabinet.

But I would add one vital qualification to this proposal. The new ministry, like the government's legal department, should have only a quasi-political complexion. That is, the ministry should normally be a peer, not subjected to election or reelection or to the normal party disciplines, a person of unquestionable authority and experience in the educational or scientific professions, and acting according to non-political and especially non-party criteria.

It should, as it were, be the educational equivalent of the Lord Chancellor. I think that such a scheme would have an immense effect in restoring the confidence of those who have the quality of our higher education closest to their hearts: it would fill them with courage to light for the values it is their duty to uphold. It would, indeed, be a tremendous step towards the restoration of the "knowledge factory" enthusiasm, the "social relevance" lout, the field-grey egalitarianism and all those who hold excellence to be a crime.

It would also be a preparation and a pilot programme for taking the whole of education out of politics, and thus to restoring social peace and academic calm to the nation's secondary and primary schools.

Of course, implicit in my proposal is the abandonment of the disastrous binary policy, now on its last legs anyway, and a reversion to the ladder principle, under which the university is the peak of the system, and other centres of higher education are encouraged or helped to graduate to its status, or attach themselves to university federations.

This truth, no one has a convincing general theory as to what the university

ought to teach. That is why we should maintain what S. M. Ballou, a reverent agnostic, said: "The matter should be left to the academics who are, after all, the people most likely to get the answers right."

And, because there can be no one answer, there is an overwhelming argument for the greatest possible variety of university institutions and approaches. This, in turn, strengthens the case not merely for autonomy for the whole higher educational sector, but for autonomy within the sector.

The key figure in a healthy university system is the independent-minded college head, who respects all branches of learning, loves his colleagues and students, sees his job as a privilege and a heritage to be handed on intact, and so fights like a lion for the standards of the institution he serves.

Equally, the only generally accurate test of a "good" university is the wastage rate. In Britain it has traditionally hovered around 14 per cent, compared with national averages of 40-50 in the United States, France and so forth; but it is notable that really first-class institutions like Harvard and Yale have rates similar to ours.

Low wastage implies not only that the university appeals to the enthusiasm and desire to learn of intelligent young men and women, but that there is a basic harmony between masters and neophytes on the way the place is run.

Hence, when we come to the question of government within the university, we find that the traditional elitist system is likely to be the best. Power-sharing with students has proved a disastrous failure.

Those in authority should now consult together to dismantle some of the institutional machinery put up in the Tronby Skirlies to make the student-mob king. It is wrong that public money, whether from taxpayers or taxpayers, should finance student unions run by unrepresentative electorates.

Heavenly and other college heads should not be content with purely protective measures but should go over to the offensive when convenient. They should exploit any legal vulnerability in the position of the National Union of Students or individual unions, and sue ferociously on every possible occasion for damage to property and other torts.

For after all, the radical students, and their self-interested donkey allies, are true enemies of expanded learning. They are much attached to their received epilepsies, and their social roots from Mao to Marcuse, as the Dominican friars who persecuted medieval Paris and Oxford, or the fourth-century monks who demonstrated in their thousands outside the early councils of the church, howling slogans about the Trinity, and beating opponents with clubs. Becoming such people "berkling" professors who "hang about the womb of knowledge and prevent delivery".

I would argue that learned men have no moral right to delegate authority in institutions devoted to accuracy and truth. I am not impressed by the recent and powerful study by Graeme C. Moodie and Rowland Eustace, *Power and Authority in British Universities*, which comes down in favour of what the authors term a "republican" system.

Under this, power is diffused among various groups, and no one person or group is supposed to be taken by those who know most about it, and... those who know most vary according to the nature of the issue. They add: "The supreme authority, provided it is exercised in ways responsive to others, must... condone to rest with the academics."

It may seem strange for academics to regard themselves as in the front line of defence against civilization. Yet in a sense this has always been part of their role. Defending higher education, one falls naturally if inconspicuously into military analogy.

In a noble sentence, Newman described the university as "the high protecting power of all knowledge and science, of fact and principle, of inquiry and discovery, of experiment and speculation. It maps out the territory of the intellect, and erects that... there is neither encroachment nor surrender on any side."

Looking around the university and its enemies today, I feel it urgent to point out that this front line of civilization should not be a Maginot Line, less than a trench. That is why we must have defence in depth, meaning every kind and variety of institution where higher education is available, linked together in one huge defensive confederacy, but each pursuing, within wide limits, its own self-determined course.

I like the sixteenth-century image of John Donne, who referred to each student as a "block-house against the enemies of truth and reason". So too, the university today is not an ivory tower, but a real one. It is vital that its independent walls should be kept in constant repair, and above all that it should not be betrayed from within.

Next week: replies from John Griffith, John Holloway, Bernard Williams, Michael F. Yates.

LETTERS TO THE EDITOR

The future of university libraries

From Mr B. M. Bland
Sir—It is not clear what your contributor Mr Nicholas Moore is trying to achieve in his article on university libraries (THES October 24).

As a description of some obvious problems, long recognized by university librarians, it does little to provide constructive suggestions and displays a woeful ignorance of the functions of an academic library.

As one who is so well versed in basic economics, he should perhaps have drawn attention to the pitfalls of inter-library lending as a solution and all-time panacea to the shortage of funds or accommodation. Nor does he seem to be aware of the very large contribution made by academic libraries to the national need for the "quiet test-bank" and the "rubbish" which has been acquired needlessly for the purpose of lending.

Regularly, he has not studied the problems of depositaries, which may solve some problems, only to create others: depositaries were in use in university libraries long before Mr Moore became aware of the need.

If Mr Moore can spare time, I, personally, would be happy to give him an experience of the twentieth century into which neither I nor my colleagues have need to be dragged.

B. M. BLAND,
Librarian,
Southampton University.

From Mr A. C. Gollup
Sir—Either from lack of space or naivety Nicholas Moore's article on university libraries grossly oversimplifies the issues he raises.

It is true that in the past a university library's primary objective was to build as large a stock as possible and, no doubt, many a researcher has been grateful, but how does Mr Moore claim to evolve

the quality of these collections? More important, he misses the point: such is the financial climate today that even the "service-oriented" libraries are finding it difficult to acquire the basic reference works and books which constitute a working collection.

The information officer which Mr Moore refers to is only one aspect of the trend in university libraries towards the service-oriented approach which was adopted by the new university libraries (particularly Lancaster, East Anglia and Sussex) in the early 1960s. Realizing that they could never compete with the traditional libraries in terms of stock they organized their staff structure on the basis of specialistization and emphasized exploitation rather than preservation.

Mr Moore's implication that the aims of university libraries were influenced by the relative cheapness of staff is also an oversimplification. Although staff costs may not have risen as sharply as books or buildings the service-oriented approach necessarily involves recruiting staff of high calibre as subject specialists or information officers at the university lecturer grade.

It is surely more useful to consider organizational structure as a significant variable in determining management, choice. Librarians, organization have been subjected to the demands of their employees for more job-satisfaction and for a more democratic, participative organizational structure. [And if Mr Moore would have these "information officers" spend their time consulting the catalogue for readers then I would suggest there is something wrong with the catalogue. Moreover, if he acknowledges that librarians have skills in bibliography and book selection, and granted that many have a high degree of sub-

ject knowledge, why doesn't he suggest that they actually do more book selection themselves?]

The main solution to this problem lies outside the university libraries. Much unnecessary duplication could be avoided if the institutions of higher education attempted to rationalize more the burgeoning of subjects for both undergraduates and postgraduate work in the light of this availability and adequacy of library resources.

Yours faithfully,
M. A. GOLLOP,
Slavonic subject consultant,
Brotherton Library,
Leeds University.

From Dr Michael Sommerlad
Sir—Of course some university libraries will succeed at being dragged into the "realities" of Nicholas Moore's twentieth century; one man's reality is another man's fantasy. I, for one, would not care to have my views on the assumption that staff costs are to become progressively cheaper relative to other factors.

The currently fashionable idea of the librarian as catalyst, which I happen to support, seems to me to mean higher staff costs if it is to be properly implemented. However, I prefer to register a particularly loud scream at another currently fashionable idea, that of inter-library loan as the future universal panacea, particularly in relation to the concept of the British Library Lending Division which is to be a central stock and assist readers in a great variety of ways.

Such librarians accept that the objective which Mr Moore seems to think universal, to build as large a stock as possible, may not be in itself desirable, or indeed very relevant to the work of the library, since there often appears to be little direct correlation between the size of library collections and their usefulness to readers.

What such librarians have attempted is the more difficult task of producing collections of the right size and nature in their parent institutions. This means that they do not necessarily take a great interest in the crude statistics of numbers of volumes which Mr Moore seems to think form a universal criterion.

To achieve the right type of collection involves, as Mr Moore rightly implies, a close look at selection and discarding policies, but it has long been the job of librarians to do just

this, and some were trying to do it before our present economic troubles. They do not find it easier, of course, when their parent institutions are not sure of the direction in which they are going, but they do the best they can.

Service-oriented some of us have long been, and we grew up with the British Library Lending Division. Our grounds are likely to arise because we see services which users value being reduced, not because we are being forced into a belated recognition of what university libraries are all about.

Yours faithfully,
A. C. DUBB,
Librarian,
Salford University.

From Mr Patrick McLoughlin
Sir—I cannot disagree with Nicholas Moore's comment that university libraries will of necessity be forced to face economic reality.

It is however sad that Mr Moore whilst loudly proclaiming the necessity of reexamining the basic principles of university librarianship could not suggest a more innovative concept than the use of depositaries. He chose to ignore the one avenue that can bring tangible economic benefits to the university library—micropublishing.

Successful analysis, utilizing actual library costs, has already been undertaken with a number of universities and polytechnic libraries. The results show considerable savings both in finance and storage space over a five to ten year period.

I will be happy to provide Mr Moore with details of the studies being carried out on library techniques. Yours sincerely,
PATRICK MCLOUGHLIN,
Publishing manager,
University Microfilms,
St John's Road,
High Wycombe,
Bucks.

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Some examples will help to explain why Seymour-Smith is a master of the art. Here he is on William Golding: "Treat Lord of the Flies as seminal but refuse to talk about his 'state of mind'—thus anticipating fashion which is turning faintly against him." Golden advice! It picks out one book for you to read and provides a rationale for your selectivity. Notice, as well, the phrase "turning faintly against him". That is the type of subtle bluffing needed. No crude declarations of disgust or enthusiasm; it's a delicate dance of the way the Smiths currently drifting. Seymour-Smith's conversational mastery of the art is made in the second volume in the series, *Bluff Your Way in Literature*, which is at this time, possibly, becoming

BOOKS

Puzzling

The Origin of Economic Ideas
by Guy Routh
Macmillan, £10.80
ISBN 333 17117 9

Dr Routh's very personal interpretation of the growth of economic ideas seeks to demonstrate the validity of Siamon's assertion that economics was "losing itself in abstractions" and to answer the fascinating question of why it is still able to survive in a world so beset by concrete economic problems. While the marginalists are subjected to a special attack, the preponderant origins of economics are traced, from Petty and Smith, whose propagandism is turned into dogma by Millard, Say, Senior and J. S. Mill. The penultimate chapter on the Keynesian restoration proves a false dawn for, elus, the General Theory is, like neoclassical competition, to be a revealed preference, "an irrelevant as to the other to the world's real problems". Dr Routh's explanation of the survival of such an irrelevant discipline lies in his belief that it is not trying to understand the problems of society, but to answer questions within an accepted framework, or using the words of Beveridge in 1937, "economics is... a survival of medieval logic and... economists... carry their living by taking to one another the definitions for 'engaging'". Economics is to be a science, Routh holds, it must be an empirical science and must ignore disciplinary boundaries in its search for material.

Dr Routh deliberately plays the role of advocate, even to the extent of asking his readers to accept his verdicts to him, but his role does not lead to a carefully narrow but to a commendably catholic choice of witnesses to substantiate his case. Yet a full and rounded assessment of some of his witnesses shows that they are not so defunct as he claims. The qualities which he considers so notably absent in much economics. His accusations, both of lack of empiricism and of disciplinary insularity, would have been stronger if concentrated more specifically on the marginalists. Sometimes the former accusation can be extended to others only by assuming they were doing other than they were, or by ignoring other aspects of their work. Smith would have been "doomed" the proclivity of capitalism from his own "imagination". If he had been writing orthodox history, but in Smith's philosophical history, as in the writings of Marx, the systemic model dominated his thought and so the historical pattern was predetermined. If reality did not fit the facts, then an explanation of the aberration was called for, but the philosophical history was not wrong as a result. In the case of Marshall, the indictment is valid and a narrow view of his work and interests. The Principles do not deal with unemployment, but instead of condemning Marshall, who died in 1924, aged 82, for failing to tackle the major social problems of his time, his empirical study of *Industry and Trade*, relevant to the problems of his day, should be recognized. And, at least until the emergence of the marginalists, economic ideas were "correctly" solved solely in the light of economic phenomena. Smith's economics does not make sense unless read in the light of his social psychology and morals.

Dr Routh's main thesis may well be valid. Analytical abstractions have often proved more attractive to later generations than the inter-disciplinary or empirical aspects of the same work. The extent to which attention has been concentrated on the first two and not on the latter has been the *Wealth of Nations* is a classic example. The reason may be that abstract analysis does not threaten the social order. Hence those who support the labour theory of value have usually been related, economically, to the social implications as much as to its mathematical implications. It may have encouraged the success of the marginalist revolution. The truth may be much simpler than that: once the puzzling nature of the marginalist doctrine becomes too difficult for the mind to grapple with, the mind begins to coordinate the variables of all aspects of human behaviour. Hence the fatal attraction of the consistency of mathematics in this transitory life.

R. H. Campbell

The Highest Education: A Study of Graduate Education in Britain
by Ernest Rudd in association with Kenneth Simpson
Routledge & Kegan Paul, £3.90
ISBN 0 7100 8307 6

In a Gulbenkian symposium held in the same year that the Robbins report was published Lord Ashby identified two influences on the growth of the number of graduates in British universities: pressure from students wanting to enter graduate study, and suction from employers anxious to attract graduates with higher qualifications. The predominant impression derived from the experience of the post ten years is that while pressure from below has remained high suction from above has on the whole been weak.

Ernest Rudd in this careful and painstaking book broadly accepts that this impression is accurate. He writes: "Monopoly planning as a means of determining the numbers of graduate students has no immediate future" and "the balance it seems likely that even if there had been no migration, Britain would have been getting only a small return on its investment in doctoral studies." Faithfully mirroring the contraction of numbers within higher education in the past few years, Dr Rudd concludes: "It is now clear to almost everyone that, by the criteria that have so far decided the numbers of research students, the numbers have grown too large."

This conclusion will no doubt be unwelcome to many in higher education. The status and prestige of both individuals and institutions are closely related to their involvement in graduate education. As Dr Rudd writes comments: "When I asked university teachers for their views on the possibility of concentrating graduate students into specialized graduate schools, a common reply was that they approve only if their own university were to become a graduate school." So any suggestion that their present involvement can be not only justified by reference to the criteria of economic progress and technological excellence which were so readily accepted as overriding objectives ten years ago is inevitably disquieting.

Areas of high pressure

Yet even those whose first instinct is to reject Dr Rudd's conclusion should read his book with a grain of salt. First, he does not conclude that the number of graduates should be cut, only that public expenditure on graduate education should be reduced. With a yawning budget deficit and much more urgent priorities for public expenditure it is difficult to escape this second conclusion. It leads, of course, to another conclusion, that loans should replace grants for many graduates, which in turn may reduce the total number of graduates through a shelling out of the less committed.

Second, the qualification in Dr Rudd's conclusion — "by the criteria that have so far decided the numbers of research students" — must not be forgotten. The present commitment by universities to graduate education may not be actively justified in terms of rates of return on investment by either individuals or the Government. Yet it is just as logical to conclude that such criteria are inadequate instruments to measure the value of graduate education as that such education is inherently deficient in its present form.

The *Highest Education* approaches graduate education not from the external perspective of its economic benefits but from the internal perspective of its social and educational impact on the university. This book may not be the one to measure the economic value of graduate education to the whole community, except for a brief discussion in the final chapter. Instead Dr Rudd concentrates on the place of graduates within the university. His priority is a reassertion of the proper order in which questions about graduate education should be considered. Surely before questions about the scale and the administration of graduate education can be easily answered, questions about the quality of the education which has already been done) the underlying questions about its place within higher education as a process of education and learning must be resolved (an area in which regretfully few researchers have shown interest).

The core of this book is an analysis of the result of various surveys into the number of graduate students by university and subject, their attitudes about their research or courses, their views on their future, and so on. Dr Rudd also asked academic staff about their relations with graduates and their assessment of the importance of graduate education. Using this information Dr Rudd is able to divide research students into three main groups, the dedicated scholars, the vocationally oriented, and the drifters, which include what he rather derogatorily calls "the Peter Pans" of the university world. The first was the largest group: 47 per cent of all research students, and 60 per cent of arts students, become graduate students for academic rather than vocational reasons (although Dr Rudd, rather hesitantly, includes the desire to become a university teacher as an academic rather than a vocational motive).

On the sensitive question of whether graduate education should be maintained, Dr Rudd is ambivalent. His broad conclusion is that it would be in the interests of graduates themselves but against the interests of most universities. So he prefers a more Fabian solution, a creeping concentration of graduates in those institutions that already have the largest numbers, the London School of Economics, Imperial and University College, Oxford, Cambridge and so on.

While an idea is fully justified as an institution, it is not a good idea to develop a reasonable level of graduate work is unlikely to develop as a balanced academic community — which explains the urgent desire of many polytechnics to increase their graduate commitment. Such an institution will find it hard to attract or to keep talented scholars. Perhaps in the years of austerity ahead this equality of institutional opportunity will have to be sacrificed to preserve the quality of those institutions of acknowledged international excellence, but at least we should be keenly aware of the scale of such a sacrifice to the traditions of British higher education.

In his discussion of the two legions on the expansion of the number of graduates, pressure from below and suction from above, Lord Ashby should perhaps have added a third, the magnetism of the public service, which will need to carry a sufficient volume of graduate work to maintain the academic health.

Peter Scott

Timetables and times tables

An Introduction to Curriculum Research and Development
by Lawrence Stenhouse
Helmom Educational, £5.50 and £2.25
ISBN 0435 80850 3 and 80851 6

Curriculum studies have grown into a fascinating and infuriating jungle, a jungle complete with creepers, parrots, pirates and ordinary people getting lost and walking round in circles. Contradictory maps abound and the few open paths usually turn out to be blind alleys. And there are always rumours of untested wealth just a little further on. Lawrence Stenhouse has been in this jungle since the mid-sixties and he knows his way around better than most of us. He and his team developed the famous Humanistic Curriculum Project with its counter-assertion of the teacher as a "navigator" rather than a "director". He is now director of the Centre for Advanced Research in Education at East Anglia University. His book has its labyrinthine passages but at least he has allowed a tree and a way out. It is an arduous road that he describes but it is of great importance to all who teach teachers and to all policy makers who value the openness of British education.

In the early chapters Stenhouse gives a sketch of the main curriculum issues and he deals very firmly with the outstanding problem — the doctrine that says a curriculum must be planned and can best be understood in terms of clearly stated objectives. He puts this notion in its place: sometimes objectives are clear and useful, sometimes they are not, and sometimes they are just vague. Stenhouse does not come to grips, however, with several related problems.

He mentions, and could helpfully have developed, the muddled but urbane book by Philip Ruggie, *Meaning*. He rightly salutes Bartolomeo and general systems theory but does not explain why. He is almost deferential to Hirst and Peters, who have done so much to provide a view of the intellectual equipment for staying put.

The positive importance of Stenhouse's book comes in the second half when his central concern is not with aims or knowledge but with teachers. He observes that though morale is often depressingly low in our schools the remedy is complex. "It is not a simple change of heart that is needed... it is a change of organization... a development of professional skills and knowledge of teachers. Morale is founded on professional competence. But an open beyond this general concept to emphasize that we will not attain these ends merely by improved training or by more practice. We will only do so if we revise our basic ideas about both teaching and research. They must go on together. The professional teacher must be an innovator/researcher, and the researcher must be prepared to go into the schools and to teach experimentally, to be vulnerable there even if, on the campus, he prefers the role of detached social critic or sage.

Stenhouse traces many of the ideas in the pattern of educational and research practice which suggest that these changes may be on the way. There is the move from old-fashioned, paragonic, social research to a more anthropological and interpretative style.

Against the background assumptions which have been prevalent in research, this position may seem paradoxical. It is in many

ways liberating. Its recognition invites one to use testing to a speculative and suggestive way. The tests can be instruments of exploration.

Even without such research the realization is growing that all teacher training needs a strong school base. And outside the schools there is the widespread proliferation of experimental and various teachers' centres which carry a common aim to help local innovation.

The very diversity of our system can be a great source of strength, provided that some of the acutest anomalies are reduced (e.g. co-opting reading schemes). But the advantage will only be established if schools are encouraged by all means to develop their collective, innovative function. This implies much more than the introduction of "professional tutors" as suggested in the *James report*; it means a wide range of ideas, ideas that heads and deputy heads must be thinkers who lead by intellectual and experimental means and not primarily through bureaucratic power. It implies also that support schemes for schools should be strengthened and that a strategic unfettered will have to be planned and resourced in the interest of sustained experiment.

Stenhouse does not sufficiently explore the need for drastically opening up our over-stratified secondary and tertiary systems in which teaching at all levels should become more creative and exploratory. But perhaps his suggestions are sufficiently radical for the moment. This book is elaborate and circuitous, but the path which it eventually indicates is down to earth and hopeful.

Robin Hodgkin

Library book

The Commonwealth Universities Yearbook 1975, edited by Sir Hugh W. Springett and T. Craig, is published at £2.00 a copy and at £13.65 to staff of member institutions of the Association of Commonwealth Universities.

Sixteen essays are included in this edition, which are intended to put the purely factual material of the body of the book into perspective for those who are unfamiliar with the background to it. Eight of the essays give "national introductions" to the sections for countries, written by three or four academics from the country concerned. The remaining eight essays relate to the main topics and all deal with the same topic: the pattern of secondary education and the expansion of higher education and the expansion of higher education.

Some good news for frequent users of the book. From next year it will be published in two volumes. The first volume will contain the country introductions and the second volume will contain the essays on the main topics.

Historical words

Documents of the American Revolution 1770-1773, volume 10, is published by the American Revolution Bicentennial Office for £15.00 and £15.00 respectively.

Volume four in the bicentennial series, *Common Sense*, 1776, is published by the American Revolution Bicentennial Office for £15.00 and £15.00 respectively. It contains a transcript for 1772 drawn from the Colonial Office records for the year 1772, and a transcript for 1773 drawn from the Colonial Office records for the year 1773. It also contains a transcript for 1774 drawn from the Colonial Office records for the year 1774.

Dealing in depth

Nuclear and Particle Physics (A) Background and Symmetries
by H. Frauenfelder and E. M. Henley
Wiley
Hoboken-Wiley, \$21.50
ISBN 0 805 32802

The first of a two-volume text on nuclear and particle physics, this book is primarily concerned with the strong interaction. It is aimed at final-year undergraduate or first-year postgraduate students and assumes a working knowledge of special relativity and quantum mechanics.

There are five chapters. The first gives an introductory historical survey, showing the origins of nuclear and elementary particle physics in which the basic particles and four fundamental interactions are presented. The second chapter is concerned with classical conservation laws, the definition of relativistic energy and momentum, and the transformation of energy and momentum.

The authors dedicate the book to our children... four of whom have grown to adulthood while we were writing the many drafts that led to this final version. They are not joking. Fifteen years ago this would have been a first-rate text.

P. T. Matthews

An array in three dimensions

Structural Inorganic Chemistry, fourth edition
by A. F. Wells
Clarendon Press: Oxford Univer.
City Press, £25.00
ISBN 0 19 853354 4

The first edition of this book appeared thirty years ago. At that time inorganic chemistry was beginning to emerge from a long period of inactivity, where research had been minimal and in which teaching had coalesced into an indigestible mass of descriptive or pseudo-analytical material, seasoned only by a dash of theory about chemical bonding — "structure", so called. There can be no doubt that Wells' first edition made structural inorganic chemistry a reality for inorganic chemists, chiefly because these

structures were so effectively represented for the first time. Such representations are now common, but each successive edition of this book has continued to make new and imaginative additions to our concepts of structures, and this fourth edition is no exception. It has been substantially rewritten; initial chapters relating to bonding and methods of structure determination have been replaced by discussions about geometrical and topological topics, e.g. symmetry, polyhedra and nets and sphere packings. Key references are now given, and the presentation of the structure under elements or groups of elements (which forms the main part of the book) has been expanded and brought up to date. The book continues to give us a view of inorganic chemistry rather different from the one gained by looking at the arrangements of atoms, ions or molecules in three-dimensional arrays — a reality for inorganic chemists, chiefly because these

structures were so effectively represented for the first time. Such representations are now common, but each successive edition of this book has continued to make new and imaginative additions to our concepts of structures, and this fourth edition is no exception. It has been substantially rewritten; initial chapters relating to bonding and methods of structure determination have been replaced by discussions about geometrical and topological topics, e.g. symmetry, polyhedra and nets and sphere packings. Key references are now given, and the presentation of the structure under elements or groups of elements (which forms the main part of the book) has been expanded and brought up to date. The book continues to give us a view of inorganic chemistry rather different from the one gained by looking at the arrangements of atoms, ions or molecules in three-dimensional arrays — a reality for inorganic chemists, chiefly because these

A. K. Holliday

Experiments with the ubiquitous mouse

The Early Development of Mammals edited by Michael Balls and A. B. Wild
Cambridge University Press, £18.00
ISBN 0 521 20771 1

In the past fifteen years our understanding of mammalian development has grown considerably. No longer do we have to be content with morphological descriptions of embryos and explain the mechanisms underlying mammalian development by extrapolation from amphibian and avian experimental embryology. The *Early Development of Mammals* is a stimulating collection of articles, each being a review of research or a report of recent work in various aspects of mammalian development. The papers were originally presented at a symposium meeting of the British Society for Developmental Biology in September, 1974.

Penetrating work into the definition of mammalian development now allows both in vitro fertilization in at least the rabbit, mouse and rat, and limited but successful in vitro culture and manipulation of mouse embryos, and to an extent, other mammalian embryos. When embryonic stem cells can be rescued by transfer to a

uterine horn of suitable pseudopregnant mothers. The time of implantation has proved the most difficult point at which to establish in vitro culture but this can now be achieved and work is pressing ahead on defining the culture conditions. With the improved culture methods workers are able to exploit the reservoir of stored stem cells. Various mammal stocks of mice, genetic information must underlie the mechanisms of development. The developmental mutants in the mouse provide an excellent experimental system for studying the normal mechanisms of development. Also provide a source of model cells for experimental recombination of tissues.

In recent years it has been suggested that the early differentiation of cell types in the mammalian embryo is controlled by the position of the cells in the embryo rather than by the position of the cells in the embryo. This is a view that some mice suggest endocrine interaction between adrenal thymus and pituitary. This concluding paper suggests that disturbance of programmed cell death may account for congenital abnormalities previously attributed to amniotic malformation and also for the effect of teratogens on development.

Janet Horbury

Chemical kinetics

Reaction Kinetics
by M. J. Pilling
Oxford University Press, £1.95
ISBN 0 19 855482 6

Reaction kinetics is concerned with the rates and mechanisms of chemical reactions and, as the author says, is an intimate blend of theory and experiment. This book which deals with such a broad-ranging subject does so in a manner similar to that used by numerous other authors.

The material can be divided into four sections. An introduction, covered by chapter one, includes the experimental background to reaction kinetics and introduces the reader to the more simple concepts. In this section Dr Pilling's approach of Hoff's equation tends to disguise the fact that the Arrhenius equation is an empirical one. In discussing the Arrhenius equation the "A" factor is described as "an integrating factor" which it should be a constant of integration, which is an entirely different type of mathematical animal.

The two main theoretical approaches, i.e. the statistical and dynamical, are discussed and critically assessed in the light of up-to-date experimental data. In chapters two, three and four. Discussion of the limitations of the equilibrium assumption in the statistical theory of reaction rates is a welcome departure from the more

usual bald statement of the assumption found in texts at this level. Chapter five covers the present state of the art in solution kinetics and presents a very readable account of such topics as diffusion controlled reactions, encounter pairs, cage reactions and solvent effects. The final chapter discusses the subject of complex reactions, applying the material developed in the preceding chapters in such a way as to show the wide variety of reactions and hydrogen-oxygen explosions in the gas phase. However, the examples used in this section are the same "old favourites" that have been appearing in texts on chemical kinetics for several just decades. Dr Pilling missed an opportunity to introduce some new examples into the voluminous literature of undergraduate chemical kinetics.

Dr Pilling writes with an easy and readable style, but it is difficult to assess what type of reader the book is aimed at. If, as the author states, it is an introductory text, presumably for first-year undergraduates, then it is a pity that the book is so advanced. This is particularly true of the chapter on unimolecular reactions. Because of the lack of rigour and wide scope of the book, it is certainly not an advanced text. The patterns of Dr Pilling's own task of producing in 320 pages, an introductory text in this wide-ranging subject, a task that has baffled many previous authors and probably many future ones.

J. R. Gilbert

A euphonic subject

Introduction to Geology, Volume 2, Earth History
Part 1: Early Stages of Earth History
Part 2: Later Stages of Earth History
by R. H. Read and Janet Watson
Macmillan, Part 1: £5.95 and £2.37; Part 2: £6.95 and £3.95
ISBN 333 11285 7 and 17667 7; 333 17668 5 and 17669 3.

This is a companion volume to *Principles* by the same authors, published in 1962. It is said that R. H. Read should have died in 1970, in the middle of a period of the most exciting and rapid developments in the history of earth science. However, plans for the second volume were already well advanced by 1970. Both volumes were designed and titled as an *Introduction to Geology*.

Volume one dealt systematically with geological processes and their observable results in rocks and structures. It remains an excellent basis for a first-year university course in geology. Volume two, more complex, diverse and frequently obscure commodity "Earth History". It is an essential text for third-year undergraduate geologists, and could be used to introduce some of the more complex and recent theories or regions of geology. However, it is not in the strict sense a companion to its predecessor as it is not appropriate as a first-year textbook.

With this sole caveat, both parts of the new volume are stimulating and well designed. Part one opens with an economical 15-page introduction to the geological record. It weaves the strands of earth history through uniformitarian doctrine, isotopic dating, palaeomagnetic reversal, sedimentation rates and the mega divisions of the stratigraphic column. Yet there is still space in this short chapter to devote four pages to the integration of earth history and the grouping of major geological cycles on a time-base over 3,000 million years long. Brevity and clarity of approach commend the volume to the reviewer. The *Cryptozoic* which comprises almost five-sixths of geological time.

The numerous maps that illustrate the continental shelf areas and cratons, and which are one of the best features of the volume, are well-executed, though some lack a

scale. I was pleased to find in chapter six a pluri geologists guide to the African craton. The maps cross national boundaries and illustrate total distributions of the Katangan, Kibaran, Kungurungu, Karagwe-Ankole, Irumide and other belts. Workers who frequent other continents will find inter-easily euphonic terms, ranging from the Neoproterozoic to the Svecocoan, on maps neatly delineating spatial relations with supporting tables showing time sequences.

This tabular element never swamps the text as in some histories and indeed it helps to lead even the untutored safely through the world divisions of the Precambrian.

Chapter ten concludes part one, except for an excellent bibliography, by reviewing and underlining the problems of deciphering the Precambrian record. It seems churlish to criticize so perfect a synthesis. However, some guidance as to the most likely solutions where there are conflicting views would benefit students and leave still more to their remarkable accumulation of Precambrian data.

Part two introduces the Phanerozoic Eon, approximately the last 600 million years, and the period usually covered in previous books on historical geology. This volume is a refreshing change from what I am accustomed to. It is not in the least a tedious treatment of the subject. The new approach largely reflects developments during the last ten years. These are introduced under the heading "New Themes in Earth History". Evidence for continental drift and reconstruction of the evolution of the study of magnetic patterns and of sea-floor spreading hypotheses is briefly discussed as an introduction to the regional review of the different continents.

The themes introduced in part two are recast in part two and are easier to consolidate into historical format than in the *Precambrian* section. The mainstays of earth history as recorded in the interrelations of mobile belts, basins of deposition and stable cratons are reviewed in the light of recent developments in global geology. The result is a stimulating two-part volume which provides an excellent and mobile substrate against which to review and revise the more classical approach to earth history.

William Bishop

Eugenio Montale

Winner of the 1975 Nobel Prize for Literature

The first annotated edition of Montale's poems to appear in Italy or elsewhere. The collection includes poems from his five volumes published in Italy: *OSSE DI NEBBIA*, *LE OCCASIONI*, *LA RUFERA E ALTRO*, *SATURA* and *DIARIO DEL '21 E DEL '22* — providing a wide selection of Montale's best work. The editor is Professor of Italian, The Queen's University of Belfast.

SELECTED POEMS
Edited by G. Singh
The first annotated edition of Montale's poems to appear in Italy or elsewhere. The collection includes poems from his five volumes published in Italy: *OSSE DI NEBBIA*, *LE OCCASIONI*, *LA RUFERA E ALTRO*, *SATURA* and *DIARIO DEL '21 E DEL '22* — providing a wide selection of Montale's best work. The editor is Professor of Italian, The Queen's University of Belfast.

Manchester University Press

BOOKS

Union man

Keir Hardie
by Iain McLean
Allen Lane, £5.50 and £2.75
ISBN 0 7139 0840 8 and 0041 6

Keir Hardie was one of the most venerated figures in the Labour movement of the early years of this century. Hardie's career is bound up in the story of the making of the unions of unskilled workers in the 1880s and 1890s. It is also inseparable from the story of the creation of the political wing of the Labour movement in the 1890s and 1900s. Hardie was a genius for organisation. This was a gift which served him and the Labour movement very well in its time. Early in his career he turned several unions of miners in the west of Scotland, in mid-career he was involved in founding and chairing the *Labour Leader*, a weekly socialist paper; and he had a crucial role in the founding and nurturing of the Independent Labour Party and subsequently the Labour Party proper. When that last child became very proper his task was finished; he had no talent as a bureaucrat or executive.

To his work he brought many of the gifts we now call charismatic leadership. He inspired others, was an emotional platform orator, was endlessly energetic, unsparing of himself, unquestionably honest, self-righteous and not a little vain. Most of these characteristics only got in the way when the socialist man was pulled and the committee man were needed by the machines he had once started. At such points machine and instigator lost touch with one another. When the Labour Party, much his most successful creation, outgrew his help it also began to lose faith in itself. For this reason the party long venerated Hardie's words and deeds as the relics of a patron saint; honouring in its heart what it increasingly violated in practice. Iain McLean has written a cogent, lucid, attractive and short account of Hardie's political career.

If Hardie was a little vain, several of the attractive features of McLean's book spring from the fact that the author avoids the usual biographer's trap of overstating the importance of his subject. Indeed, this book is an excellent introduction to events within the Labour movement in the period from 1880 to 1914 precisely because McLean is well versed in the detail of the industrial and political (at any rate, electoral) position because he pauses in his narrative to explain this background. He is particularly well versed about the situation in Scotland which produced Hardie and gave him his bearings in British politics.

McLean's book has eight chapters. The first seven are a narrative account of Hardie's career. Only in the final chapter does McLean analyse. Keir Hardie's personality, and assess his contribution to events. This means that for most of the account we get the outline of a man's life and only at the end are the colours added. At first sight this seems an odd way of proceeding but on second thought it is obviously the correct way to deal with Hardie. Iain McLean's subject is, first of all, a man about whose personal life little is known; and he was for so long a widely admired and romanticised figure that the story of his life is not the story of his life. It is the story of his ideas, his beliefs, his political stance, his personality, his influence, his role in the making of the Labour movement. On the other hand, Iain McLean's book suffers from vices which make its virtues possible. He has purchased a superb flowing narrative and even-handed judgment at the price of being second-hand. We already know a great deal about Hardie. McLean has little new to add to the story of his life and only at the end are the colours added. At first sight this seems an odd way of proceeding but on second thought it is obviously the correct way to deal with Hardie. Iain McLean's subject is, first of all, a man about whose personal life little is known; and he was for so long a widely admired and romanticised figure that the story of his life is not the story of his life. It is the story of his ideas, his beliefs, his political stance, his personality, his influence, his role in the making of the Labour movement.

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Our Partnership
by Beatrice Webb
introduced by George Feaver
Cambridge University Press, £7.50
ISBN 0 521 20852 1

Methods of Social Study
by Sidney and Beatrice Webb
introduced by T. H. Marshall
Cambridge University Press, £6.25
ISBN 0 521 20850 5

A Constitution for the Socialist Commonwealth of Great Britain
by Sidney and Beatrice Webb
introduced by Samuel H. Hays
Cambridge University Press, £6.00
ISBN 0 521 20351 3

The Webb partnership was a remarkable one for what it was as well as for what it achieved. For fifty years Sidney and Beatrice sustained a relationship of affectionate intimacy and intellectual collaboration—they were never happier than when they were labouring away together at their research—which brought out the best in their complementary talents. Without the chance of their superficially incongruous alliance, as Sidney often pointed out, and one who would never have added up to eleven. The partnership was not only unusually productive: it was unusual in another sense. Beatrice's diaries and their letters provide a unique account of the private feelings and methods at work that lay behind their successful public careers.

The new series of Webb texts being issued by the London School of Economics and the Cambridge University Press thus properly begins with the release of *Our Partnership*. These three volumes, which will be

A true marriage — struggle and strife

followed by the *Minority Report* and Beatrice's book on *Consumer's Cooperation* (with introductions by Asa Briggs and Margaret Crahan) as well as by two volumes of their correspondence, will undoubtedly stimulate the growing interest in the Webbs as a personal as well as a public phenomenon—an interest which makes us eagerly await Royden Harrison's official biography and hope that the full text of Beatrice's diary will soon be publicly available.

This text and some of Beatrice's letters reveal the vital phase of her life omitted from *My Apprenticeship* and *Our Partnership*, to which George Feaver draws attention in his admirable introduction. The sixty-year agony of her infatuation for Joseph Chamberlain, which ended shortly before she met Sidney, not only drove her to seek in work an antidote for her suffering, it also decisively shaped her attitude to marriage. The inner workings of the partnership cannot be understood except as a consequence of this searing experience. By the time Beatrice came to compile *Our Partnership* both discretion and love for Sidney led her to describe their alliance as if they had comfortably fallen into a true marriage of mind and feeling. In fact, it was a struggle for her to subdue her pride, for Sidney to persist through bitter discouragement, for both of them to find a way of life that combined duty, work and love.

They succeeded because they shared some basic assumptions—a profound sense of public obligation, which kept them at work even when, as Beatrice once put it, they were "sick to death trying to put hideous facts, multitudinous details, exaggerating qualifications, into a readable form", or when

they were depressed by the failure of some of their political schemes and by adverse reactions in their own intellectual circle. Both of them were at heart Cambric elitists, seeing themselves as self-sacrificing priests serving a religiously defined evolutionary sociology. And they both saw the causes of social evil in imperfect institutions. Beatrice Sidney met Beatrice he had already converted the Fabians from their original emphasis on self-improvement of a key to social reform to a concern for the details of administrative change, and that approach persisted through all the research and writing that the Webbs undertook in the next half-century.

Methods of Social Study which, as Professor Marshall gently reminds us, should not be taken as a textbook by contemporary students, shows how they set about it. Sidney, Beatrice remarked early in their acquaintance, had the "historic sense": she was a pertinacious investigator and, at the same time, an intuitive spinster of hypotheses. From these three talents they created their distinctive style of work, which used a chronological structure, accumulated a mass of facts, and by assiduous sifting arrived at a position where the data, it was felt, were as clear as the light. It was an abstruse Webby idiom, into the striking contrast between their pragmatic common sense as investigators and the LSE and the New Statistism and the theory of society and social change. In one role they were among the parents of modern social science; in the other they were the children of the Victorian system-builders, who believed that reason might lead men to create heaven on earth. All their works were steeped through with that consoled paradox.

The method, however, reveals much about them; it contains their weaknesses as social theorists as well as their strengths. It produced *Social Communism* as well as the

monumental studies of trades unionism, local government and the Poor Law. And it led to a *Justice* in their descriptive and their prescriptive work—a gap which comes out tellingly, for instance, in the difference between their understanding of what was wrong with the old Poor Law and their scheme for reforming it in the *History of Trades Unionism and Industrial Democracy*.

For their penchant for administrative change led them to constitutional-mongering which had poor links to political reality; at this point they reverted to utopian thinking. Sidney, working within the constraints of the Labour Party, could produce *Labour and the New Social Order*, but when he and Beatrice tried to draw their own blueprint for the future they designed *A Constitution for the Socialist Commonwealth of Great Britain*. For all the pleasure the Webbs found in writing this book, it was an abstruse exercise. There are, as Professor Bear remarks, interesting ideas in the book, as well as some like the proposal for two Parliaments, one dealing with foreign affairs and the other with home policy—that seem politically silly. But its main weakness lies, as Professor Bear observes, in the insight it provides into the Webbs' ideology, into the striking contrast between their pragmatic common sense as investigators and the LSE and the New Statistism and the theory of society and social change. In one role they were among the parents of modern social science; in the other they were the children of the Victorian system-builders, who believed that reason might lead men to create heaven on earth. All their works were steeped through with that consoled paradox.

Norman MacKenzie

Doings of the directors

France under the Directory
by Martin Lyons
Cambridge University Press, £7.90
and £2.60
ISBN 0 521 20785 1 and 0950 1

"Illes was it in that dawn . . . wrote Wordsworth about the French Revolution. But what was it that led Wordsworth to become disillusioned with France as the vehicle of his faith? 'The Terror' will really not do as the answer. But 'The Directory' will, because 'Frochmen [then] changed a war of self defence . . . For one of conquest . . . (and) because it became cruelly clear there was little evidence to sustain the earlier, glowing confidence that now . . . the multitude, so long oppressed . . . Would be oppressed no more'."

This was the "lamentable time" and in the nineteenth century Bonaparte and Jacobin propaganda saw to it that the four years "before Brumaire" or (the other version) "after the Terror" were, in Sydney Lyons's neat phrase, "either dismissed or damned."

Sydney Lyons's *First French Republic, 1792-1804*, was published last year, but his hundred pages on the period of what Lyons calls "France's first experience of representative institutions" are essentially through the looking glass. Lyons's approach and preoccupations are different. Only five of his sixteen chapters are narrative; the rest look at questions such as who did what, who did badly, what failed, what succeeded, in doing quite a lot to create fiscal and bureaucratic institutions and procedures such as the *Codes*, the *Constitution*, the *Polys* and the *Institute*; how the directors failed to establish control over an army which in 1797, they chose to use to break a political stalemate; how the directors did succeed in doing some things to help restore a little part of

what the destitute "multitude" had lost in the course of the Revolution. There are things, then, to be said in favour of this under the malignance of the "multitude" Lyons whom Lyons would certainly agree: "When the Directory is fairly examined, there is something rather admirable in the way in which . . . undisciplined men struggled bravely in the face of the aftermath of the Revolution." Lyons, however, does not agree with Church's developing arguments against understanding this regime as a bourgeois republic. Its lack of hold upon the population he puts down to that "popular apathy" which stared the directors in the face. Lyons, however, does not agree with Church's developing arguments against understanding this regime as a bourgeois republic. Its lack of hold upon the population he puts down to that "popular apathy" which stared the directors in the face.

But this apathy is not enough, given Church's work, we need to explain why, as few of the social elite, whatever their political views, were in harmony with the government, with the result that it could not survive. Lyons, however, does not agree with Church's developing arguments against understanding this regime as a bourgeois republic. Its lack of hold upon the population he puts down to that "popular apathy" which stared the directors in the face.

The problem is a familiar one. Non-specialist readers and teachers need books that will question them with recent work and its implications for textbook accounts. Lyons's *First French Republic* is a familiar one. Non-specialist readers and teachers need books that will question them with recent work and its implications for textbook accounts.

Music while you play

French Music in the Fifteenth and Sixteenth Centuries
by Isabelle Cozeaux
Blackwell, £10.00
ISBN 0 631 15900 2

French Renaissance music is given good coverage in this book. Specialists will have pleasant feelings of recognition as they find the fruits of their researches, duly acknowledged and grouped together so conveniently. Students and enthusiasts will find that a great deal of time and trouble has been spared them. Pleasant work on the period already existed, as Dr Cozeaux freely admits, but her book is handy in the way in which it sorts out a large amount of material under interesting headings and aptly emphasizes the social function of musical activities.

There is relatively little original research from Dr Cozeaux herself, who draws from many articles, books and editions. Bringing so many sources together presents problems of unification and some of the results in an uneasy mixture of styles, especially since many of the author's main aims are clearly to be engaging and easily readable. In the midst of so much erudition a "chatty" style tends to jar. ("Frochmen, Lezard, bless him . . .") or to be condescending ("we have no record of his duty it was to clear the table and wash the dishes"). The emphasis on the poetical is, however, welcome relief in contrast with the more encyclopaedic passages, and I was grateful for the four wolves who played a chanson on four flutes, or the description of a Genoese deserter having their right ears cut off "au son des trompettes, selon la coutume".

The volume is divided into two parts: part one, *Music and French Society*, covers music in and out of courts; part two, *Music and French Society*, covers music in and out of courts; part two, *Music and French Society*, covers music in and out of courts.

language, mores, morals; education and music; music and aspects of culture such as book production, contests, the theatre, the outdoors, the street, cemetery and field. Part two, *Musical Manifestations*, gives general trends and sources: musical games and their performance; sacred, secular, vocal, instrumental and influences.

A fair knowledge of French is assumed (mostly the Renaissance variety), but substantial passages are quoted without translation. American spelling is used, but Dr Cozeaux, who teaches in Pennsylvania and New York, betrays a small but consistent misperception of English usage in the parting of the road. Lyons, however, does not agree with Church's developing arguments against understanding this regime as a bourgeois republic. Its lack of hold upon the population he puts down to that "popular apathy" which stared the directors in the face.

Dr Cozeaux shows herself very aware of recent American Congress Papers and dissertations, but her part of important recent research in certain fields: W. Apel's edition of fourteenth-century music has been completely revised and expanded; Ramsey's edition of fourteenth-century music has been completely revised and expanded; Ramsey's edition of fourteenth-century music has been completely revised and expanded.

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A good plan

London—A Town in Transition
by Michael Florio
Macmillan Educational, £7.00
ISBN 0 435 85300 7

The town of Swindon grew by 1880 from 1951 to 1966. Michael Florio's account of how this was achieved is one of the few detailed prospective studies of a planning exercise. A railway town which was ready losing its main raison d'être in the 1930s, something was done in the post-war years in order to provide employment opportunities for a working-class community. Harrold attributes much of the impetus for change to the style and personality of the Town Clerk, who took the initiative in persuading the Ministry of Housing to back a plan with the LCC under the Town Development Act of 1952.

Much of the book is a conscientious account of the various aspects of the expansion of the town, origin of occupations of the workers, early difficulties in meeting a provision of services to the needs of the new population; the style and style of housebuilding; problems of attracting industry; the town's main problems. For the terms of the Act the housing authority pays a subsidy to the expanding authority for each house built. The expansion pays 50 per cent of the cost of the houses. The scheme is, of course, voluntary. There was no plan for employers to move in the expanding authority. In fact, for a number of years, small firms were moved to new sites, distances expanding towns near to London. However, Swindon was farther away and also had the capacity and willingness to absorb larger firms.

James L. Sundquist examines the paradox that, in spite of the broad spectrum of support for a policy to stem the flow of people to the cities, in fact the President made no recommendations and Congress passed no appropriate new measures. After providing the clearest statement so far published of the problem and the interest groups involved, Sundquist turns to five European countries—Great Britain, France, Italy, the Netherlands and Sweden—to review their experience of the control of population distribution. In all these countries, governments had reached the conclusion that the growth of the largest cities should be checked and comprehensive programmes to reach this end had been devised and implemented. Although now almost taken for granted these policies appear surprisingly explicit to more laissez-faire American eyes, but they are relevant in that they have been tested by time and still command support, although it must be said that heretical voices about their continued appropriateness are now beginning to be heard. His summary is again impressively clear, perceptive and accurate; if perhaps his interesting to the European reader already acquainted with this policy problem than it would be to a more unfamiliar American audience.

Ironically, while this book was being compiled, the *U.S. Service* began to be given to the policy by the federal administration, became more equivocal, culminating with an assertion in 1974 that a population distribution policy was no longer a "valid objective" for federal action but was a matter for each of the states. Sundquist's analysis of European experience quickly disposes of such a conclusion, since it is easy to show that, although the states provide a useful intermediate level in the administrative hierarchy, they are clearly unsuitable for dealing with the larger regional problems of population distribution. Sundquist concludes that, if European experience provides a valid insight, a population dispersal policy can easily be devised, that such a policy will work and that it will be popular. He also establishes the need for a population policy, although it must be said that the idea of a population dispersal policy has been around for a long time. It might otherwise have been. One element here is the reduction of United States population fertility since 1971, so that the problem of the late 1960s to where an extra 100 million people clearly will be located by the year 2000 has been more than halved in a few years.

There is also increasing evidence that those rural areas within the ambit of the larger cities are expected to experience population increase, that the industrial north-east as a whole is now declining relatively in population (although the seaboard megapolises continue to grow) and that rural-urban migration has now virtually ceased. It was also becoming clear that the "unstable, unbalanced" character of American cities has little to do with inter-regional migration, but represents a more deeply rooted social malaise.

The signs that the population distribution problem may be correcting itself to some extent indicate, paradoxically, a context in which a policy of population dispersal might be expected to work best. One lesson from Europe is that the redistribution of population on a regional scale is very difficult to stop completely, but that it is possible to reverse the process in favour of the areas losing population that governmental intervention is likely to be most effective. Sundquist makes the case for government action, noting that in the United States have been concerned with the freedom of choice of the individual entrepreneur, and that there is a case for the more Sumnerian attitude of taking the work to the workers. He assumes that such a policy records with the local preferences of the individual citizen. Although no underestimate of the grave technical problems in making a valid assessment of special preferences, they or least remain an element to be weighed in the balance when supplanting the local pattern of population and employment.

James H. Johnson



Stonehenge was the subject of distortion and exaggeration long before the conventional beginning of the romantic period in the arts. This engraving from a French atlas is undeniably but probably dates from the mid-seventeenth century. Front Circles and Standing Stones by Evan Hindlingham, published by Heinemann at £6.50.

Moving people

Dispersing Population: What America Can Learn from Europe
by James L. Sundquist
Allen & Unwin, £5.25 and £2.10
ISBN 0 8157 8214 4 and 8213 6

In the 1960s many agencies in the United States (including the President, Congress, both major political parties and national organizations of governors and mayors) reached the view that the trend towards population concentration in the largest metropolitan areas should be checked. This conclusion was supported by those who feared that the largest cities would become increasingly ungovernable—a view which was stimulated by the Watts riots of 1965—and also by those who observed with dismay the depleted populations of the more remote areas and the disruption to rural, social and economic life which this implied. As a result population dispersal was generally accepted as an objective of policy and this objective was written into law.

In this book James L. Sundquist examines the paradox that, in spite of the broad spectrum of support for a policy to stem the flow of people to the cities, in fact the President made no recommendations and Congress passed no appropriate new measures. After providing the clearest statement so far published of the problem and the interest groups involved, Sundquist turns to five European countries—Great Britain, France, Italy, the Netherlands and Sweden—to review their experience of the control of population distribution. In all these countries, governments had reached the conclusion that the growth of the largest cities should be checked and comprehensive programmes to reach this end had been devised and implemented. Although now almost taken for granted these policies appear surprisingly explicit to more laissez-faire American eyes, but they are relevant in that they have been tested by time and still command support, although it must be said that heretical voices about their continued appropriateness are now beginning to be heard. His summary is again impressively clear, perceptive and accurate; if perhaps his interesting to the European reader already acquainted with this policy problem than it would be to a more unfamiliar American audience.

Ironically, while this book was being compiled, the *U.S. Service* began to be given to the policy by the federal administration, became more equivocal, culminating with an assertion in 1974 that a population distribution policy was no longer a "valid objective" for federal action but was a matter for each of the states. Sundquist's analysis of European experience quickly disposes of such a conclusion, since it is easy to show that, although the states provide a useful intermediate level in the administrative hierarchy, they are clearly unsuitable for dealing with the larger regional problems of population distribution. Sundquist concludes that, if European experience provides a valid insight, a population dispersal policy can easily be devised, that such a policy will work and that it will be popular. He also establishes the need for a population policy, although it must be said that the idea of a population dispersal policy has been around for a long time. It might otherwise have been. One element here is the reduction of United States population fertility since 1971, so that the problem of the late 1960s to where an extra 100 million people clearly will be located by the year 2000 has been more than halved in a few years.

James H. Johnson

Geopolitics

Modern Political Geography
by Richard Muir
Macmillan, £6.95 and £2.95
ISBN 333 17592 8 and 17693 6

Dr Muir is certainly right in saying that political geography is "one of the most retarded and most uninvolved branches of geography", for it is one of several dynamic but troublesome babies thrown out with the bathwater. Inevitably political change has made it impossible in the past to write about it in a neutral way. Dr Muir's fault, that his careful analysis of the division of Vietnam is out of date.

At times some diffidence is shown by the author, for he has obviously tried to be objective, in the text. It is an interesting political groups whose actions have in various ways been in geographical consequence. In places it gives the impression that he is almost over-cautious to be fair to the writers on whose work he has drawn, so that one is reading not Muir but Jones or Smith for a number of pages. Some pioneer political geographers said little about their sources which was obviously wrong, but Muir perhaps says too much.

The book is divided into eight parts with an appendix on "systems of thought". It explains these used in the text. It is an interesting arrangement of somewhat heterogeneous but related material. In part six "Frontiers and Boundaries", for example, there are five sections on frontiers, borders and frontier landscapes, classification of boundaries, choice and construction of boundaries, and boundaries as barriers. The book is an integrated whole and repetition has been avoided. Dr Muir is singularly fair-minded about geopolitics, for Mackinder's heartland is crisply, indeed judiciously, treated in a few pages, and he does not think there was something worth serious consideration in it as well as much that proved to be a danger to the peace of the world. One infers, perhaps wrongly, that Dr Muir has found the antithesis of the "heartland" concept in the "sea power" concept. Dr Muir says, "No one mind can comprehend all the significant reactions taking place in the world", but readers of this book will benefit from a sound knowledge of the world's regional geography which is now increasingly rare. Possibly in some of the discussions of particular problems a few sentences on the location of malarious areas, such as the Soviet Union, or the Balkans, might have been a welcome addition. So too would have been a more adequate reference to the sources of the very recently drawn maps. The final chapter comes home to the reader, where the new administrative units do not appear to have won the author's unqualified approval except for the elimination of county boroughs. Perhaps a more effective ending would have been a word on the influence of ideologies and partly on the relation between political, economic and regional geography.

As this book is likely to be used partly for reference, I regret that it has only a slight index, largely composed of authors whose works are used in the text.

T. W. Freeman

Jumbo size

Russian Transport: An Historical and Geographical Survey
edited by Josiah Symonds and Colin Whitton
Allen Lane, £7.25 and £3.50
ISBN 0 7135 1825 2 and 1911 8

As in other countries, the efficiency of the Soviet economy depends in part on the adequacy of its transport system, but the sheer size of the USSR enhances both the significance and the problems of communications. Russian Transport presents a serious attempt to examine developments in transport in Soviet Russia and the Soviet Union and also the wider consequences of such developments for the economy as a whole. It is this aspect which forms a linking theme between a number of miscellaneous contributions. There is an attempt to cover all the multifarious aspects of transport geography.

The analysis of economic consequences of innovation in transport is particularly well done in the two historical chapters by White and Sprague. They examine the impact of railway construction on the Russian grain market in the 1860s and 1870s and on the economic development of Turkestan, in particular on the growth of cotton. Although beset by great gaps and lack of strict comparability in data, both analyses with scholarly care and roach conclusions, which must surely be accepted as the best possible interpretation of the evidence. Both demonstrate considerable control from the appearance of railways, the construction of boundaries, choice and construction of boundaries, and boundaries as barriers. The book is an integrated whole and repetition has been avoided. Dr Muir is singularly fair-minded about geopolitics, for Mackinder's heartland is crisply, indeed judiciously, treated in a few pages, and he does not think there was something worth serious consideration in it as well as much that proved to be a danger to the peace of the world. One infers, perhaps wrongly, that Dr Muir has found the antithesis of the "heartland" concept in the "sea power" concept. Dr Muir says, "No one mind can comprehend all the significant reactions taking place in the world", but readers of this book will benefit from a sound knowledge of the world's regional geography which is now increasingly rare. Possibly in some of the discussions of particular problems a few sentences on the location of malarious areas, such as the Soviet Union, or the Balkans, might have been a welcome addition. So too would have been a more adequate reference to the sources of the very recently drawn maps. The final chapter comes home to the reader, where the new administrative units do not appear to have won the author's unqualified approval except for the elimination of county boroughs. Perhaps a more effective ending would have been a word on the influence of ideologies and partly on the relation between political, economic and regional geography.

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In many respects it can fairly be said that Russia is still today in the railway age. Internal transport, especially by freight, is heavily dominated by the railways; the growth of roads and road traffic lags far behind that in other industrialized countries. In part this characteristic of the Soviet balance of road and rail reflects the theoretical concept of a unified transport system, in which the constituent elements are complementary, not competitive. One wishes for rather more evidence of the gap, which frequently exists between Soviet planning ideals and the actuality of developments, which often seem pragmatic, short-term solutions, not competitive. One wishes for rather more evidence of the gap, which frequently exists between Soviet planning ideals and the actuality of developments, which often seem pragmatic, short-term solutions, not competitive.

Robyn Hudek's forthcoming book is *Born Curious: New Perspectives in Education Theory*. Janet Horby lectures in zoology at the University of Reading. Margaret Hunt is reader in history at the University of Sussex and the author of *Novgorod*. James H. Johnson is co-author of *Howling and the Geographical Mobility of Population in England*. Peter Scott's latest book is *Strategic Postgraduate Education*. Valeria Milogov is senior lecturer in French at Queen Mary College, London. Laurie Taylor is professor of sociology at the University of York.

Reviewers

William Ulsup is professor of geography at Queen Mary College, London, and editor of *Cultivation of Human Geography*. R. H. Campbell is professor of economic history at the University of Stirling. H. M. Drucker lectures in politics at the University of Edinburgh and has written *The Political Context of Ideology*. T. W. Freeman has written *The Geographer's Craft* and *Geography and Planning* and is professor of geography at the University of Manchester. R. A. French is author of *The USSR* and *Eastern Europe* and is senior lecturer in the geography of the USSR at University College London and the School of Slavonic and East European Studies.

James H. Johnson

